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A detailed report on a cooperative project between Yale University and Fairfield (Connecticut) public schools to train elementary teachers recruited from the ranks of college-graduate homemakers. Covers topics such as recruitment, the roles of the cooperating school system, participating college and staff, background data on participants, and a detailed description of the program of professional preparation followed in the experiment.

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Teacher Preparation for Mothers Who Are College Graduates

A Report

THE YALE-FAIRFIELD STUDY OF
ELEMENTARY TEACHING

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September 1959

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Teacher Preparation for Mothers Who Are College Graduates

A Report

THE YALE–FAIRFIELD STUDY OF ELEMENTARY TEACHING

A cooperative project conducted by Yale University and
the Fairfield, Connecticut Public Schools and financed by
a grant from the Fund for the Advancement of Education

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NEW HAVEN, CONNECTICUT, SEPTEMBER 1959

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The staff of the Yale–Fairfield Study is indebted to the many people whose generous professional cooperation made this project possible.

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FOREWORD

General interest in the range and quality of public education in America is probably now at the highest point in its entire history. More individuals and more groups are critically examining the work of the schools than ever before. In books, pamphlets, and articles, as well as by word of mouth, opinions are being expressed concerning the adequacy of the schooling of youth in terms of the demands of our modern society. These opinions are varied and diverse. They reflect judgments based upon careful research as well as the prejudices of the casual observer and the *ex cathedra* pronouncements of college presidents and political orators. Upon one thing, however, there is universal agreement and that is the absolute necessity of increasing the supply of well educated, well qualified classroom teachers.

Many efforts have been made, and with some success, to attract more capable young people into preparation for teaching. Better salaries and more favorable working conditions have, in many instances, tended to retain for longer periods of service good teachers who otherwise might have been attracted elsewhere by more lucrative types of employment. New sources of teacher supply have been sought. Chief among these is the group of young married women who have completed college courses without specific professional aim and who can be encouraged to undertake teaching assignments.

In the employment of these women as teachers the barrier of justifiable certification requirements has to be taken into account. In their eagerness to secure teachers many school officials have advised short-cut paths to certification. Most of the plans consist of some kind of brief orientation and continued professional study during the first years of teaching. Out of these programs of emergency training many good teachers eventually emerged, but they all, more or less, had become good teachers at the expense of their pupils. In many instances where these recruits were unsuccessful their failure could be attributed to a lack of genuine professional interest in teaching or a lack of initial skill. According to the testimony of many administrators and supervisors both of these difficulties could have been overcome by a longer, more thoughtful, less hurried pre-service preparation.

It was this situation that motivated our interest in experimentation with a program of selection and gradual preparation for teaching of young matrons who were college graduates and whose family situations would permit them to take teaching assignments after three or four years of part-time graduate study and observation and participation in the schools. The program was designed fully to meet certification requirements and to combine the virtues of professional study and school practice. Incidental to the program was the service the participants could render the schools as teacher assistants while pursuing their professional preparation.

This is one of four projects comprising the Yale–Fairfield Study of Elementary Teaching. The other three are concerned, respectively, with teacher assistants, undergraduate study and teaching fellowships, and volunteer services for schools. This is the fifth in a series of eight reports.

CONTENTS

Chapter — Page

FOREWORD v

I. A PROJECT IN TEACHER EDUCATION 1

II. DESIGN OF THE PROJECT 10

III. THE PARTICIPANTS 18

IV. THE PROGRAM IN ACTION 26

V. EVALUATION 52

VI. SUMMARY AND RECOMMENDATIONS 71

APPENDIX 85

TABLES

Table — Page

I. Personal and Family Data 20

II. Educational Data 21

III. Scores and Percentile Rankings in Selected Sections of the Teacher Education Examinations 23

IV. Scores and Percentiles on Subtests of Professional Examination; Teacher Education Examination Program 67

V. Quartile Distribution of Scores of 1,286 Seniors Prepared for Elementary Classroom Teaching 68

I

A PROJECT IN TEACHER EDUCATION

The Yale–Fairfield Study of Elementary Teaching has been concerned since its inception with the improvement of instruction in the elementary schools and with the enrichment of teaching and learning opportunities in the kindergarten and the first six grades.

During the initial phase of the work of the Yale–Fairfield Study the research carried on was designed to provide answers to certain primary questions. What is the task of the elementary school in our society? What is the job of the teacher? How can the work of the school be made more efficient and more effective? What factors influence people to choose or to fail to choose teaching as a career? Why do teachers leave teaching? How can we promote the recruitment and strengthen the preparation of good candidates for teaching in the elementary schools? With the assistance of several groups of expert consultants,[1] the staff of the Study spent a year in investigating these questions. The first published report[2] of the Yale–Fairfield Study contains the results of this research.

The basic concepts which this first report served to clarify concerned (1) the role of the elementary school, (2) the goals or objectives to be realized through the curriculum of elementary education, and (3) the nature of the professional work of the teacher. It was thought proper that no experimentation or further research should be launched prior to a thoughtful consideration of the fundamental nature and purposes of elementary education.

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[1] See Appendix, p. 85.

[2] Yale–Fairfield Study of Elementary Teaching, *Report: 1954–1955* (New Haven: The Study, 1956).

These preliminary studies served to define the conceptual framework of purposes and processes of elementary education within which the experimental operations of the Yale–Fairfield Study were to be carried out. No attempt was made to formulate a description of the ends and means of elementary schooling which would be acceptable to all educators and to society as a whole. Such a task would obviously be as impossible to achieve as it would be undesirable to attempt. The framework of beliefs about elementary education under which the Yale–Fairfield Study operated and which were reflected in the *1954–1955 Report*[3] provide the basis both for the selection of areas for experimentation and research and for evaluation of the projects of the Yale–Fairfield Study.

The belief that the role of the professionally trained and competent classroom teacher is the most important single factor in the formal education of children and youth has been the one fundamental conviction underlying all of the experimental or research programs of the Yale–Fairfield Study. This is true whether such programs were directed toward:

> relieving the teacher of time-consuming non-professional tasks (i.e. the study of Teaching Assistants, 1955–1957),
> fusing the functions of teacher assistants with a vital program of undergraduate teacher preparation (i.e. the Teaching Fellows Program, 1955–1959), or
> reorganizing the traditional pattern of the school to promote the fuller use of teacher competencies (i.e. the Multiple-faculty Program, 1955–1958).

It is equally true of that program which is the subject of this report—the preparation of liberal arts college graduates for careers in elementary classroom teaching.

The need for more and better prepared teachers for the elementary schools is more than merely a current problem, more than a temporary shortage of manpower. If the teacher's role is accepted as the single most important factor in the formal education of the child, then society at all times faces the responsibility not only to expand the supply of teachers but also to improve the education provided to equip them for the teaching role.

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[3] *Loc. cit.*

During the period of rapid growth of elementary school enrollment, the nation was caught with a serious shortage of professionally qualified teachers to staff the thousands of new classrooms required. This gap between teacher supply and demand was related to many factors, two of which were the relatively low birth rate in those years from which the supply of teachers could be drawn, and the unattractiveness of teaching as a career in a period of relative prosperity when other types of occupations were decidedly more remunerative as well as less demanding. Whatever the cause, during the period when the need for teachers was greatest, the existing programs of teacher preparation were unable to meet the challenge. In some instances teacher training institutions even showed a decline in the number of students preparing for classroom teaching.[4]

The Teacher Supply and Demand Reports compiled by the Research Division of the National Education Association indicated the following percentage of change in numbers of *college graduates* prepared for *elementary* classroom teaching over the number prepared in each preceding year:

1953	—5.35%	1956	+2.70%
1954	—6.26	1957	+4.89
1955	—4.36	1958	+0.17

It has been estimated[5] that to meet the nation's needs for new teachers to staff the schools 50 per cent of all college graduates should be prepared for teaching. It is probably unrealistic to expect this, but the statement emphasizes the necessity for exploring other sources for teacher supply.

The problem thus became one of the re-examination of the possible reservoirs for teaching personnel and the re-design of programs of preparation in order to secure a larger number of qualified and trained people to meet the needs of society for the proper education of children.

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[4] *Journal of Teacher Education* (Washington, D.C.: National Commission on Teacher Education and Professional Standards, N.E.A.), March 1953, 1954, 1955, 1956, 1957.

[5] *Teachers for Tomorrow,* Bulletin No. 2, The Fund for the Advancement of Education (New York: 1955), p. 23.

The Yale-Fairfield Study of Elementary Teaching was aware of the urgent need for exploring new procedures for the recruitment and preparation of teachers. Investigations and reports by the United States Office of Health, Education, and Welfare and by the National Manpower Commission indicated that a large supply of potential teachers might be found in the ranks of more mature graduates of liberal arts colleges who were not otherwise employed. Mrs. Alice K. Leopold, in an address delivered in Hartford,[6] drew attention to this fact and urged that this reservoir of potential teachers be more fully explored. A rough estimate based on the *1952 Census* indicated that there were in the population about half a million women not in the labor force who were under fifty-four years of age and had no children under five years of age.

Programs for the preparation of liberal arts college graduates for classroom teaching are not new in the field of teacher education, but their development has received great impetus in the past ten years, and several different patterns of preparation have evolved. Fifth-year programs, internships, apprenticeships, and so-called emergency or intensive programs leading to temporary certification to teach, as well as combinations of these patterns, have grown up rapidly.

In 1957–1958 the Women's Bureau of the United States Department of Labor and the Office of Education of the United States Department of Health, Education, and Welfare identified approximately one hundred colleges in some twenty-seven states which were providing some form of teacher education for women graduates of liberal arts colleges. Many of these programs were designed as emergency measures to assist communities to cope with a critical shortage in the teacher supply. Candidates in such programs were given a brief introductory orientation to the profession and assigned to responsible teaching in the classroom under limited or emergency certificates with the understanding that they would complete their professional preparation on the job and in summer study.

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[6] Forum Discussion, Service Bureau for Women's Organizations, Hartford, Connecticut, January 27, 1955 (Hartford: The Beatrice Fox Auerbach Foundation).

Teachers colleges and graduate schools of education recognized the critical nature of the times and modified their procedures in many different ways in order to meet the urgent need of communities for people to man the classrooms. In most cases such plans were considered to be necessary expediencies of a temporary nature, not desirable substitutes for the program of full professional preparation in teaching theory and practice prior to responsible employment as classroom teachers.

The Committee on New Teachers for the Nation's Classrooms, whose membership represents more than twenty educational and civic groups of national importance, has been active in promoting the development of programs offering "accelerated teacher training of high quality to mature college graduates, mainly women, in communities where the teacher shortage is acute." This group states, as a basic premise, that

> Planning must be for a permanent program producing candidates fully qualified for standard teaching certification. Stopgap measures and emergency certificates are not a satisfactory solution for a long-time shortage.[7]

The danger that established programs for the thorough and broad preparation of teachers might in times of panic and pressure be undermined by short cuts does exist. It is unlikely, however, that, in times when higher levels of preparation and competency are being demanded of all professions, society will countenance a permanent degrading of standards for teaching. If standards for certification of teachers which have been established to safeguard the educational welfare of children should be permanently lowered, the inevitable result would be a decline in the quality of public education.

On the other hand, out of the ferment of activity represented by the many emerging diversified patterns of teacher preparation may come some clues to new and better approaches to recruitment and education which are worthy of careful study and of eventual inclusion in the whole fabric of teacher education. It was with the purpose of exploring the possibilities of the *early identification* of prospective teachers from the ranks of college graduate homemakers and the development of a *gradual program providing for full preparation for and induction into* the work of classroom teaching that the Yale–Fairfield Study conceived and put into operation the present project.

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[7] United States Department of Labor, Women's Bureau Leaflet 23, *New Teachers for the Nation's Children* (Washington, D.C.: Government Printing Office, 1955), p. 1.

Since the Yale–Fairfield Study in all of its operations has worked most closely with the school system of Fairfield, Connecticut, it was felt that the Study might well explore what the school community itself could offer in cooperation with a teacher-preparing institution to the recruitment and training of prospective teachers for the schools. It was felt that a school community may well have a role which should be explored, defined, clarified, and integrated in this crucial area of the preparation of an adequate supply of competent teachers. A social problem of these dimensions demands the organized, cooperative effort of all appropriate social institutions. Improvement of the quality and quantity of teachers is not a problem to be solved by the teacher-preparing colleges singlehandedly. It calls for all-out effort by many groups.

The Yale–Fairfield Study in the experimental program here reported was concerned with these two problems: increasing the supply of elementary classroom teachers through recruitment from the ranks of college graduates, and designing a program of preparation which offered challenge to mature students and enriched their preparation through broader uses of laboratory experiences.

A program, therefore, was developed which was designed to meet the needs of mature women college graduates who wanted to prepare for elementary classroom teaching. This preparation would be through a gradual and complete program extending over a period of approximately three years. It not only would provide the professional areas of study and practice teaching required for certification, but also would furnish rich on-going experiences in observation and participation in all aspects of elementary education.

The staff of the Yale-Fairfield Study sought and secured the cooperation of the University of Bridgeport, a private institution whose College of Education is accredited by the State of Connecticut for the preparation of teachers. The University provided personnel for instruction and welcomed an opportunity to share in action research related to the design of a program of study appropriate to the needs of this special group of college graduates.

While the over-all responsibility for this program rested with the staff of the Yale-Fairfield Study, the professional cooperation of the school system of Fairfield and the University of Bridgeport was an essential factor in the operation and evaluation of the undertaking.

Underlying this experimental program were two major assumptions: (a) a program of teacher education which utilizes in a cooperative and integrated pattern the resources of a public school system as a laboratory for learning and at the same time makes use of the resources of a teacher-education institution will strengthen, vitalize, and enrich the preparation of teachers for the elementary schools, and (b) such a program operated within the community will provide opportunity for teacher preparation for a special group made up of young matrons—college graduates and homemakers—who desire to teach but whose homemaking responsibilities make enrollment in full- or part-time programs on campus difficult or impossible.

In the light of these assumptions the Yale-Fairfield Study designed the program described here. In the course of the two and one-half years of operation of the experimental program, the following hypotheses were tested.

1. Enlisting the efforts of a variety of community organizations in the recruitment of college graduates to prepare for elementary classroom teaching may be an effective means of exploring a reservoir of manpower for teacher candidates.
2. The preparation of mature college graduates for elementary classroom teaching may be achieved effectively and realistically through a program in which the community and the teacher-

preparing institution cooperate in planning and execution, and in which the resources of the community schools and the college are fully integrated and utilized.

3. A program of teacher preparation for college graduate mothers and homemakers offered in the community may provide opportunity to well-qualified persons who might otherwise be unable to undertake such preparation.

4. A teacher-preparation program spread over approximately three years may permit the participation of women graduates of liberal arts colleges who are at the same time carrying major responsibilities as homemakers.

5. Identifying and recruiting such future teachers early enough to permit the candidates to complete all requirements for certification before beginning to teach may relieve the schools in part from the need to employ teachers with substandard certificates and also free the beginning teacher from the arduous task of carrying both full teaching responsibility and college study in the first few critical years of teaching.

6. The school system sharing in such a cooperative venture in teacher preparation may find such involvement contributes positively to the improvement of education and the in-service growth of teaching personnel within its own school setting.

7. The college sharing in the program may profit through the opportunity afforded its staff to participate in a form of research directed toward exploring new approaches to pre-service teacher education, broader use of laboratory experiences for prospective teachers, and better integration of theory and practice.

The teacher education venture undertaken by the Yale–Fairfield Study might be described as action research rather than scientifically controlled experimentation. The awareness of a need to be met, a broad investigation of all facets of the problem, the formulation of hypotheses, and the design of a plan of procedure are characteristics of action research which are apparent here. As in all research of this type, continuous observation of processes and results is essential. As the program moved through the several stages of its operation from recruitment of candidates to certification of teachers, it was subjected to continuous critical study and evaluation. Answers were sought to the following questions.

What phases of the professional preparation required for certification to teach in the elementary school can be made more meaningful through guided direct experience in the classroom?

What opportunities for laboratory observation and participation can an above-average modern school system provide?

To what extent will classroom teachers, administrators, and special personnel accept responsible roles in such a program?

What benefits, if any, will accrue to the public school system cooperating in such a program?

What staff personnel in the cooperating teacher-preparing institution and in the community can assume responsibility for organizing and operating a program for maximum effectiveness?

What professional benefits will accrue to the college cooperating in such a program?

Is there within the community a reservoir of prospective teachers for whom such a program offers a unique opportunity to prepare for careers in teaching?

Can such prospective teachers be identified sufficiently in advance of the time when their homemaking responsibilities will permit them to undertake employment outside the home to enable them to complete their pre-service preparation for jobs in time to be most useful?

What problems will arise in organizing a program and scheduling classes and school participation for these students in view of the limitations of time which they can devote to activities away from the home?

Will the students prepared through such a program gain greater insight and practical understanding of the problems of education than are gained by students whose pre-service preparation follows the more traditional pattern of formal college courses and limited observation and participation in preparation for teaching?

In the following chapters the plan of the experimental program is described in more detail, descriptions of the candidates for teaching who enrolled in this program are provided, details covering the operation of the program are furnished, and findings relative to the questions posed above are reported.

II

DESIGN OF THE PROJECT

In the preliminary stages of planning for this experimental project in teacher preparation for college graduates, attention was given to several basic problems. Consideration was given to the procedures which might be employed in the identification and selection of appropriate candidates for the program. Plans were developed to acquaint the cooperating school system with the purpose and general design of the project and to assure the acceptance of the plan in the community in which it was to operate. The necessary steps were planned for enlisting the professional interest and cooperation of an accredited teacher education institution as a partner in the project. A major concern was the careful preplanning of a sequence and content of professional study and related laboratory experience which would reflect the basic concepts concerning the tasks of the school and the nature of teaching identified in the initial research of the Yale-Fairfield Study. Steps were then taken to secure the approval of the proposed new program by the proper teacher certification authorities of the state. Attention was given to the difficulties anticipated in scheduling the activities and seminar sessions, observations, and other direct experiences in a way to permit the full participation of the students to be involved. Decisions reached and procedures undertaken in relation to each of these aspects of the project are described here.

Recruitment

Since the prospective teacher candidates for whom this experimental program was specifically designed were mature women graduates of liberal arts colleges, the cooperation of several community groups was sought in publicizing the program. Contact was established with the local branch of the American Association of University Women and the individual college club groups found in the area. Members of the staff of the Yale–Fairfield Study were invited to meet with these groups and discuss the proposed experiment. Materials describing the program[1] were distributed by the American Association of University Women and by the separate college clubs to their members. Parent-Teacher Associations were approached and their assistance was enlisted in circulating descriptions of the program to their members.

Press releases in the local papers and on radio programs reporting the over-all activities of the Yale–Fairfield Study included some mention of this particular project but no great emphasis on recruitment was made through these channels. The total number of candidates was to be limited to eight women and the contacts already available seemed adequate for the purposes of identifiying enough interested and qualified people from which a selection could be made. If larger numbers of students were to be enrolled in such a program, it would be appropriate to make full use of the wider channels of publicity in recruitment.

Applications for membership in the group were received and processed by the staff of the Study. In selecting the eight candidates to be enrolled in the experimental program, certain qualifications were established. To be considered, candidates were required to be: (1) college graduates whose preparation in the liberal arts areas was acceptable in fulfilling the general educational requirements of the teacher certification regulations;[2] (2) women with no prior college preparation for teaching at the elementary level but who were interested in preparing for elementary classroom teaching; (3) persons who anticipated being able to devote full time to teaching after approximately three years; (4) women whose homemaking responsibilities permitted them time to meet the requirements of the program involving seminar attendance, school observation and participation, and out-of-class study.

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[1] See Appendix, p. 87.

[2] See Appendix, pp. 86–7.

Transcripts of college study were provided by the applicants as well as records of work experience and letters of personal recommendation.

A program of individual interviews was set up in which qualified applicants met with members of the Yale–Fairfield Study staff. The interviews were designed to assess the degree of the applicant's real interest in a teaching career as well as the personal characteristics essential to successful teaching (insofar as these are capable of pre-determination). Care was taken to explore the home responsibilities of the applicant to be sure that this extended but broad preparation was the most suitable avenue into the profession for the individual concerned.

Through the procedures indicated above, eight candidates were selected in the fall of 1955. Of this number two were unable to complete the program because of unforeseen changes in residence made necessary when their husbands were transferred out of the state. (Both, incidentally, continued in some form of teacher preparation in Florida.) From applicants with similar qualifications, two replacements were selected.

The Role of the Cooperating School System

The Yale–Fairfield Study has been fortunate in being able to carry on all of its experimental projects in the laboratory setting of a live school system and with the generous professional cooperation of a corps of classroom teachers, specialists, and administrators. Fifteen elementary schools with a total pupil population of over 6,000 children, approximately 200 elementary classroom teachers, a large group of special service personnel, consultants, and administrators all provided a setting in which a wide and diversified program of observation and participation could be projected for the students enrolled. The opportunity to utilize fully the facilities of a dynamic school system was a unique and valuable factor in the total program.

When the Yale–Fairfield Study was initiated the Director of the Study met with the entire educational staff of the Fairfield school system and presented a full description of the purposes, organization, and program of the study. This meeting was followed by a series of smaller group meetings designed to explain more fully the details of each project of the Study. Through these discussions the teachers and administrators gained an over-all view of the problems and clarified their own role in the many different aspects of the work.

The administrative personnel of the school system and the teaching staff had evidenced a live interest in educational experimentation and research. The climate of lay opinion as well as that of professional thinking was favorable for the launching of experimental projects exploring fresh approaches to the broad problems of public education. An active citizens' school council had been instrumental in promoting the organization of the Yale–Fairfield Study in 1954 and had representation on the Executive Committee of the Study. The Board of Education of Fairfield had offered full cooperation as well as constructive leadership in all phases of the development of the program. A member of the Board of Education was appointed to serve on the Executive Committee. The teachers' association of Fairfield was represented on both the Executive Committee and the Advisory Committee and these representatives helped to interpret the on-going programs of the Study to all teachers.

A clear understanding of the purposes and procedures of this experimental program on the part of all participants was considered most essential and every opportunity was seized to insure that such understanding existed. The staff of the Study regarded this as an obligation to the professional people involved as well as to the community at large.

The Role of the Participating College

In the preliminary plans for the project the staff of the Study sought and secured the cooperation of the College of Education of the University of Bridgeport. This was essential since the proposed program was designed to discover what could be done in a cooperative undertaking when a school system and an accredited college pooled their resources in a program of teacher preparation.

The dean and the staff of the College of Education approved the participation of the faculty in the project and assisted in assigning staff members to develop special syllabi appropriate to the Yale–Fairfield Study project and to provide instruction for the seminars in professional study. The library resources of the University were made available to the students.

The Records Office of the University certified all courses and grades for students in this program in the same manner as those of students regularly enrolled in the University program.

The full and enthusiastic participation of the College personnel was most vital to the success of the program in operation and essential in the area of evaluation.

Seminars in Professional Study

The initial research carried on by the Yale–Fairfield Study and referred to in the previous chapter provided the background for determining the content and organization of professional study to be provided for this group of college graduate students. The broad role of the modern elementary school in the total education of children, the increasing complexity of the teachers' tasks, the impact on curriculum of developing fields of essential knowledge in a changing world, and the direction of new research in the behavioral sciences, as well as the contributions of philosophy, psychology, and sociology to educational theory, all are significant in designing an effective program for teacher preparation.

Intensive study of the daily activities of teachers carried out in the initial stages of the research of the Yale–Fairfield Study reveals that the job of the teacher is one in which decisions must be made constantly and that these decisions are vital to the education of the child. On what basis are these decisions made? How are teachers best prepared for their responsibility in designing appropriate learning experiences for children? A thorough knowledge of child growth and development and an understanding of the nature of the learning process are obviously first essentials in the preparation of teachers. A seminar was planned for intensive study of child development and the principles of elementary education.

In addition to understanding children and the process of learning, the classroom teacher must be prepared to make decisions affecting the educational experiences of pupils in terms of a sound background of educational theory. Such theory derives from an integrated understanding of philosophies of education, of the history of education, and of educational psychology. Two seminars were devoted to a study of these basic areas of professional education.

Studies of the daily work of the teacher reveal that she is involved in the task of designing appropriate learning experiences for children in all areas of the general culture—in the mastery of communications skills, command of processes involving numbers, in the creative arts, literature, and music, in developing an understanding of the social institutions, in knowledge of the physical world, in achieving and maintaining bodily health, in developing sound mental health, in learning the moral and spiritual values of the culture. The elementary school teacher is indeed a "generalist" to the extent that she deals with limited aspects of the whole culture but a "specialist" in that her field of concentration is the area of childhood education.

The curriculum and methodology which has been developed in the varied content areas of elementary education is obviously another essential field for the pre-service preparation of teachers. Two seminars were planned to provide for this study of the techniques of teaching and the theory underlying practice.

The program of experience in observation and participation in the actual work of the classroom was not a separate or isolated phase of the total program, but was designed as a continuous parallel and integrated aspect of the preparation of teachers. From the beginning of the program each participant was scheduled for a minimum of three clock hours of classroom observation each week and this direct experience was related to the subject matter of the seminar in which the student was participating.

Care was taken to determine that the proposed plan of preparation outlined above was approved by the certification authorities of the State of Connecticut.

Finances

During the three-year period over which the experimental study in the preparation of teachers was carried on, financial support was supplied by the Fund for the Advancement of Education. Because of the experimental nature of this project, all financial responsibility for tuition of students was carried by the Yale-Fairfield Study. Were a plan such as this to be put into operation by any school community and cooperating college or university, it would be normal to expect the expenses to be borne by the students involved.

Another approach to financing professional study might be anticipated here and will be discussed in a later chapter under conclusions and recommendations. This plan, briefly, envisions the recruiting of young matrons whose home responsibilities are less demanding than the group with which this project dealt, and who could undertake full- or half-time employment as Teacher Assistants[8] in the schools of the cooperating community. This plan would afford not only a fuller opportunity for direct involvement in the work of the school and more responsible participation but also an opportunity to earn the money necessary for tuition costs.

The Role of the Staff

The staff of the Yale-Fairfield Study assumed responsibility for the design and the implementation of this project. One or more staff members participated in all seminar sessions. An assistant director served as coordinator of student laboratory experience and organized all classroom observations, clinic and school visits, workshop participation, and student-teaching periods.

The staff of the Study assumed the responsibility for the screening and admission of all candidates who applied for this program. It was also the responsibility of the staff of the Study to schedule the program so that participation in the seminars and related laboratory experiences was possible for all members of the student group.

The staff of the Study worked carefully with the State office of certification in order to be sure that the projected program met all requirements for the certificate to teach in Connecticut.

A major responsibility of the staff of the Yale-Fairfield Study was evaluation of the project. A continuous process of evaluation and data collection meant enlisting the assistance of all participants as well as the supervisory personnel of the school system and the college cooperating in the program. Staff consultants[4] were called upon by the directors of the Study to assist in the design of evaluation techniques.

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[8] *Cf.* Yale-Fairfield Study of Elementary Teaching, *Teacher Assistants* (New Haven: The Study, 1958).

A final responsibility assumed by the staff was preparing a complete descriptive report of this experimental project, publishing the report, and making copies available to institutions and individuals interested in problems of teacher preparation.

It should be noted that the functions assumed by the members of the staff of the Yale-Fairfield Study were so assumed in this instance because of the experimental nature of the program. Should such a program be one which a college and a school system undertake jointly, then these staff responsibilities would be assumed by proper personnel for the college or the school system, or by both.

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[4] Dr. J. Warren Tilton and Dr. Mark A. May.

III

THE PARTICIPANTS

The Yale–Fairfield program for the preparation of liberal arts college graduates for elementary classroom teaching began operation in January of 1956. The eight original members of the group selected in the fall of 1955 were chosen from a number of applicants. In order to operate within the budget of the Study, it was necessary to limit the number of participants to eight.

Two of the original group of participants were forced to withdraw from the program after the first year when their husbands were transferred out of the state. Neither had anticipated a change of employment and consequent change in residence when the program began. Both established homes in Florida, where one member of the program accepted a teaching position under the plan of emergency certification in operation there. She continued her college study for complete certification at the University of Florida. The second student who withdrew was unable to continue preparation at the time but plans to do so in the future.

In order to keep the group eight in number, two women who had completed some part-time study at the University of Bridgeport and whose additional needs for professional courses could be supplied by the Yale–Fairfield program were selected as replacements.

There appeared to be a substantial reservoir of young married women for whom the proposed program offered a challenging and feasible method of preparation for a career in teaching. Many inquiries and applications continued to be received after the selection of members had been made and the program was in operation.

No attempt was made to establish a required age for enrollment in the program. The amount of homemaking responsibility and the ages of children seemed to be the two most significant factors in determining the ability of the participants to meet the requirements in class attendance, observation, field trips, and home study. It was thought, however, that in order to insure a reasonable span of service in the teaching field, no applicant over forty-five should be accepted.

What was the nature of the experimental group? The ages of the members of the study group ranged from thirty to forty-three with a median age of thirty-four. This factor would seem to indicate that these prospective teachers might anticipate twenty or more years of teaching service.

The participants selected were housewives and mothers and were not, at the time, employed outside the home. Families ranged from one to four children. Seven of the ten participants each had three children. The age of the youngest child was frequently a factor in the decision to apply and in the acceptance of the application. Six of the women had children of pre-school age but expected that the children would be ready to enter kindergarten or nursery school at the conclusion of the period of preparation, or that some other arrangements for child care could be made, thus making it possible for the mothers to undertake full-time classroom teaching. In the remaining four cases the children were all of school age and the mothers therefore free from the more insistent demands which younger families create for the homemaker.

All of the candidates for the program had adequate family income so that the mother did not find it necessary to be gainfully employed during the two and one-half years of preparation. The group as a whole fell in a middle or upper middle-class income level. The occupations of the husbands of the candidates were diversified, two in private businesses, four in managerial or supervisory positions, one in engineering, two in law, and one in government service. These prospective teachers were primarily concerned with homemaking and child rearing but were anticipating the future when these demands would lessen and the opportunity for a personal career would present itself. They were people with energy and initiative. They felt that the opportunity to prepare gradually and fully for teaching careers was most attractive and worth the effort in rescheduling their time at home, employing sitters for hours when they needed to be free for classes or observations, and generally making adjustments in their patterns of living.

Table I

Personal and Family Data

PARTICIPANTS	AGE	NUMBER OF CHILDREN	AGES OF CHILDREN	HUSBAND'S OCCUPATION
A	32	3	2, 4, 6 years	wholesale merchant
B	31	3	1, 3, 5 years	lawyer
C	36	2	4, 8 years	government service
D	39	4	2, 4, 6, 11 years	business manager
E	37	3	2, 4, 7 years	salesman
F	35	1	9 years	private business
G	44	3	10, 13, 15 years	manager
H	35	3	5, 7, 13 years	superintendent
I	34	2	1, 3 years	lawyer
J	41	3	6, 9, 12 years	engineer

What were the academic backgrounds of these prospective teachers? All were graduates of liberal arts colleges. Undergraduate education for the bachelor's degree had been completed by the various members of the group at the following institutions: Boston University, Duke University, Douglass College, Hunter College, University of Chicago, University of Connecticut, Russell Sage, Moravian College, University of Rochester, and Wellesley. An examination of college transcripts indicated majors in a wide diversity of fields—Economics, Political Science, History, French, English, German, Government, Statistical Science, Sociology, and Psychology. Two members of the group held master's degrees, one in Social Sciences, and one in Political Science and History.

TABLE II

Educational Data

PARTICIPANT	COLLEGE	DATE OF GRD.	DEGREE(S)	MAJOR
A	U. of Chicago	1944	B.A.	Psychology & Soc. Science
B	Boston U.	1945	B.A.	Government & Economics
	B.U. Grad. Sch. of Social Wk.	1947	M.S.	Social Work
C	Russell Sage	1940	B.S.	Home Econ. & Merchandising
D	U. of Rochester	1939	B.A.	French & English
E	Hunter	1938	B.A.	Statistical Science
F	Wellesley	1941	B.A.	Zoology & Geography
G	Douglass	1932	B.A.	Economics
H	U. of Conn.	1941	B.A.	Sociology & English
I	Duke U.	1943	B.A.	Economics
		1950	M.A.	Economics
J	Moravian	1937	B.A.	German & History

In 1958 the tests known as the Teacher Education Examination Program and developed by the Educational Testing Service of Princeton, New Jersey, were given to the group. One of the purposes in administering these tests was to discover how these mature women who had completed their formal education twelve to twenty-five years earlier rated in comparison with the norms of seniors preparing for teaching and graduating in 1958. How much of the content of the courses which they had completed in their liberal arts training had they retained? How justified was the assumption that the only additional preparation for teaching these people needed was in the field of professional education?

The complete battery of tests was administered but only those sub-sections which tested English and general culture were considered in relationship to the above questions. (The sub-sections testing professional preparation are reported in Chapter V.)

The scores in English ranged from the 59th to the 84th percentile, indicating that in this area the entire group exceeded the norms established for the college seniors. In the sub-section of the test dealing with history, literature, and the fine arts (General Culture I) the range was greater and the scores indicated percentiles from the 38th to the 92nd with a mean of 68. The third sub-section in General Culture II which dealt with the fields of Mathematics and Science resulted in the lowest scores for this group. Of the eight students five reached or exceeded the 50th percentile and three fell below the 25th percentile of the normative group. These two areas are obviously those in which less of the content of the college courses would be expected to be retained by those not engaged in types of occupations which demand use of skills and understandings in mathematics and science.

Of the twenty-four sub-test scores achieved by this group, 79 per cent fell at or above the norm. Thus the group as a whole compared favorably with the young college graduates for whom this examination was designed. There appeared to be no reason to question the adequacy of the general educational level of these students as prospective teachers in comparison with college seniors preparing to teach.

The fact that these prospective teachers were drawn from the reservoir of more mature college graduates might lead to the assumption that they would bring with them to their program of teacher preparation a broader fund of life experiences than the young graduates entering the teaching profession directly from college. Occupational experiences, homemaking, family-rearing

TABLE III

Scores and Percentile Rankings in Selected Sections of the Teacher Education Examinations

Participant	ENGLISH		GENERAL CULTURE PART I		GENERAL CULTURE PART II	
	Score	*%ile*	*Score*	*%ile*	*Score*	*%ile*
A	26	84	19	38	21	50
B	25	78	26	86	23	65
C	22	59	19	38	21	50
D	22	59	24	74	18	27
E	26	84	28	92	24	71
F	26	84	23	68	21	50
G	24	72	24	74	17	21
H	26	84	22	61	15	11
Means	24.6		23.1		20.0	
Means of Normative Group of College Seniors Preparing to Teach.	20		20		20	

experiences, community service, and travel were significant factors in the total background of these students.

After graduation from college, members of this group had found employment in a variety of fields: as trained case workers in social agencies, as group workers in charge of teenage and intermediate activities in community centers, as counsellors and supervisors in summer camps for children, and in a case-work agency. Some had been employed outside the home in a business field: one as bookkeeper and statistical assistant in the United States Treasury Department; one in the office of a large textile firm; another as retail buyer; and one as a methods engineer. One member of the group had worked in the field of radio broadcasting.

Three had received special training for some type of teaching—one as a college undergraduate was prepared to teach French at the secondary level; one, while a graduate student, had taught a course in elementary accounting at the college level and had taught economics and personnel management at an Army base; one had received on-the-job training for preparation to teach in the accounting field related to tabulating equipment. Although none had been prepared to teach formal classroom groups at the elementary level, many had had group teaching experiences with young children in Sunday School classes or recreation groups.

For these women employment outside had ended with marriage and homemaking responsibilities. Because of the ages of their children, all members of the group had had experience in Parent-Teacher Association work. Some had served as presidents of P.T.A.'s in their local schools and many had served as volunteer workers in the schools. The records of these students showed participation in other forms of volunteer community service—directorship of Red Cross activities, Girl Scout leadership, and church group work. Many were active members of the A.A.U.W. and of their individual college club groups.

Because most of this group were war brides, they had lived in various parts of the United States and in some instances had spent periods overseas. One member of the group had resided for five years in Geneva, Switzerland, and had worked as a volunteer in the International School there.

In answer to the question, "What experiences have contributed to your interest in preparing for a career in teaching?" the group noted such factors as: watching their own children grow and learn, group experiences with children outside the home, school associations through P.T.A. and other volunteer groups, an interest in and a love for children. As one respondent remarked, "I think I have always wanted to be a teacher. Four children have kept my life a busy one. Now with the 'baby' almost four, my desire to be usefully occupied when our young do not require constant attention asserts itself. Children are my business. I turn . . . naturally to teaching."

The applicants who sought opportunity to enter the program of the Yale-Fairfield Study were women who had developed a desire to teach and who were searching for some program of preparation which would permit them to begin working toward this goal. In most cases home responsibilities made it difficult or impossible for the individual to enroll in a full-time college program of study or even to meet the demands of a regular college schedule for part-time study. These women, however, were eager to begin preparation for a new career and welcomed an opportunity to become members of a class especially designed to meet their needs.

IV

THE PROGRAM IN ACTION

The design of any program for the professional preparation of teachers is inevitably an expression of some basic points of view concerning schools as social institutions serving the needs of the maintaining society, concerning appropriate goals or objectives of education, concerning the curriculum as a process through which objectives are realized, and concerning the activities of the classroom teacher as a professional worker responsible for the learning experiences of children.

Prior to undertaking any experimentation, the Yale–Fairfield Study developed such a conceptual framework as a guide to its operations. In the first published report of the Yale–Fairfield Study, concepts concerning the role of the school, the commonly-agreed-upon objectives of elementary education, and the nature of teaching are summarized.[1]

The experimental program described here was designed in the light of these basic beliefs concerning the nature of teaching. It represents an attempt to prepare prospective teachers to think and to act, to make decisions, and to evaluate the goals and processes of education as responsible professional workers aware of the fundamental importance of their role in the education of children and youth. It is concerned with preparing the prospective teacher for effective understanding of the tasks of the school as they are expressed in the commonly accepted objectives of elementary education. The program sought ways of preparing teachers to perform with effectiveness the variety of tasks which are essential to the work of classroom teaching.

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[1] Yale–Fairfield Study of Elementary Teaching, *Report: 1954–1955* (New Haven: The Study, 1956), pp. 104–58.

Since this program was to provide professional preparation designed to meet the special needs of a group of homemakers, it was necessary, after the selection of students had been completed, to hold individual conferences and group discussions in order to plan schedules of classes, observations, and participation. It was important that all activities be planned carefully in order to permit the group members to rearrange home schedules.

In planning the organization of content and sequence of professional courses, the staff of the Study considered the requirements of the Connecticut State Board of Education for certification to teach in the elementary schools of the state[2] and submitted the program of the Yale–Fairfield Study for approval by the state certification authorities. Approval was granted.

The Yale–Fairfield Study planned to provide all professional matter required for certification, but was left free to develop courses in a sequence and design appropriate to the needs of this special group of students. The program is outlined below and a more detailed description of each area of study follows.

Courses	*Semester hours*
1. Child Development and the Elementary School	4
2. Educational Theory:	
Educational Psychology	6
History of Education	3
Philosophy of Education	3
3. Elementary School Curriculum Methods and Materials	8
4. Direct Observation—Practice Teaching	6
	30

First Seminar: Spring, 1956[3]

The work of the initial seminar was focused on the study of child growth and development with particular reference to the child of school age, and on a consideration of the implications of principles of child development in planning the organization and curriculum of the elementary school. The students as mothers possessed intimate first-hand knowledge of child growth drawn from their own experiences in child rearing. This initial seminar was one in which they felt at home and it seemed a most appropriate starting point in the professional sequence. Their need was to broaden their background, to achieve a fuller and more organized understanding of the processes of growth and development and to consider this knowledge as it relates to the goals and processes of elementary schooling.

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[2] Connecticut State Board of Education, *Regulations for Teacher's Certificates,* Ninth Edition, September 1, 1955 (Hartford, Connecticut).

[3] Instructor: Meta Williams, Assistant Professor of Education, University of Bridgeport (Ph.D., New York University).

The general objectives of this initial professional seminar were stated as follows:

> To promote understanding of the principles of child growth and development with major emphasis on the years preceding adolescence; interrelation of maturation, learning, and behavior. To translate these principles into terms of curricula design for the elementary school.
>
> It is expected that a synthesis of current research in child development, systematically presented and translated into terms of implications and practical applications in the elementary school, will serve as a basic orientation for prospective teachers.

The content of this seminar covered the development and learning experiences of children from birth through pre-adolescence.

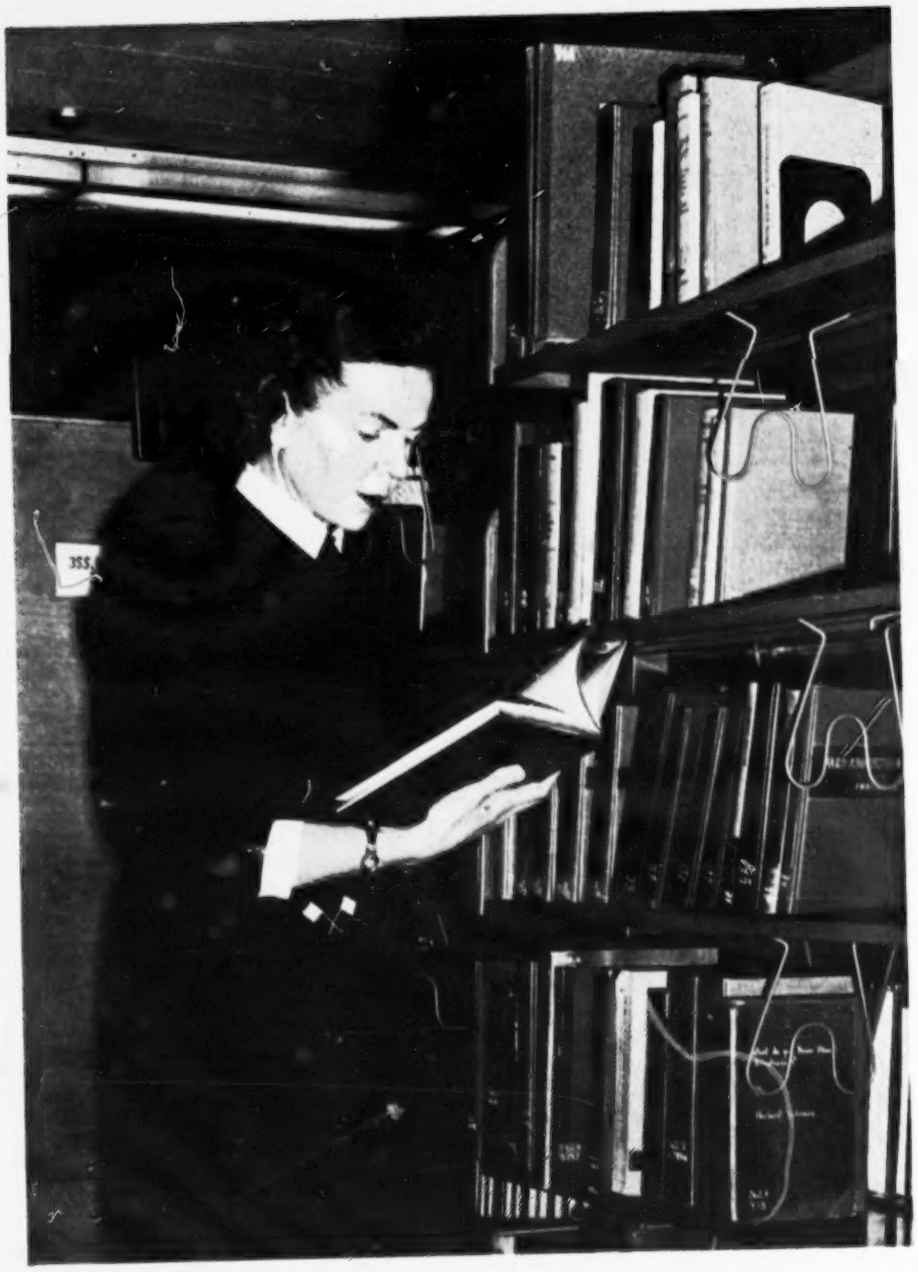
A. The neonate, his behavior, and the effect of environmental factors on his development. Variability as it is evidenced in his growth and behavior.

B. Patterns of maturation in physical, sensory-motor, language, and socialization of the pre-school child.

1. Developmental principles.
2. Individual differences and growth patterns.
3. Environmental opportunities and their influence upon the Early development of the child.

C. Maturation, learning, and behavior of the child from five to nine.

1. The organization of the school as it provides for growth in the use of primary skills and abilities.



Seminar problems stimulate wide reading.

The seminars stimulate wide use of the library resources of the coöperating university.

2. The school setting as a stage for the expansion of the learning of motor skills, fine muscle skills, and social skills.
3. The school as initiator for the accumulation of basic facts, as it introduces and clarifies concepts; as it develops interests and attitudes.
4. Environmental and psychological conditions affecting the integration of the behavior of children.
5. The organization of the school as it provides children opportunity to accomplish developmental tasks.

D. Study of the development and the educative experiences of children from nine to twelve.

1. Exploration of the general characteristics of development and learning.
   a. The school program in guiding the extension, direction, and use of interests and abilities.
   b. The needs of children and the influence of social attitudes upon the fulfillment of their needs.
   c. The school program as it fulfills their need of growth from dependence upon adults to dependence upon the peer culture, through to readiness for some independence.
2. The learning behavior of the pre-adolescent.
   a. His purposes and values.
   b. Behavior and learning of various maturational patterns.
   c. Problems of learning and behavior in terms of variation of individual differences, aspirational levels of the child, the home, and the school.
   d. The development of the child in terms of contemporary responsibilities of the home, school, and community.
3. The school and the learning and behavior of the pre-adolescent.
   a. Organization of the school to meet physical, social, and emotional needs of the child.
   b. The school in its relation to the community in meeting the developmental needs of the child.
   c. School objectives and facilities as they pertain to techniques of learning in specific areas of development: (1) communication, (2) social skills and understanding, (3) understanding of environmental phenomena, (4)

physical skills, (5) recreation, (6) expression, (7) civic responsibility, (8) aesthetic appreciation.

4. Evaluation and measurement in the elementary school.
5. The organization of the school as it provides guidance for children and teachers.
6. The school in its relation to the home and the community.

The students supplemented their readings and discussion in the field of child growth and development with planned observation in the elementary classrooms of the Fairfield schools at all grade levels.

In order to develop skills in observation the first assignments to classrooms were arranged so that the student spent a minimum of thirty-six clock hours with the same group. As the student reported each week to her own group of children, she began to be sensitive to the individual pupils and their differences in all aspects of development. The seminar discussions grew more lively as the students through their own observations became aware of the problems of the school in providing learning experiences appropriate to different levels of physical, social, and intellectual maturation of pupils.

The concentration of observation in one setting for a prolonged period also permitted the student to achieve a degree of identification with children and with teachers. As they returned weekly to the same classrooms many of them moved easily into the assumption of some minor teaching tasks. Story-telling, dictation exercises, helping in the library and on the playground, and some clerical work gave them an opportunity to try out the teacher role and to gain some insight into the variety and complexity of the teacher's tasks. Their study of the basic principles of child development was enlivened and made more meaningful by the direct experience with children in the classroom.

No single text was used for this study of child development and the elementary school. The instructor stimulated the group to read widely in the field using the library resources of the University of Bridgeport.

Observations were also carried out individually and in groups in nursery schools, clinics, and child study centers at Yale and at

St. Joseph's College, as well as in the Fairfield classrooms. Each student, toward the end of the period of study, prepared an anecdotal report of systematic observations of behavior of one or more children.

Teachers whose classrooms were to be used as laboratories for observation and participation were selected on the basis of the general professional competency of the teacher, her interest in the experimental program, and her willingness to welcome the members of the group into the classroom. Other school staff members, principals, school psychologists, guidance workers, and school health personnel were available to assist the students in their preparation of case studies and help direct their observations.

Second Seminar: Fall, 1956–Spring, 1957[4]

During the second and third semesters of the program the work of the seminar was integrated in a course entitled *Educational Theory*. Departing from the usual curriculum in teacher education, the Yale–Fairfield Study sought to experiment with new approaches.

Educational psychology and the history and philosophy of education are recognized as basic courses in teacher education. The experimental group of liberal arts graduate students completed a total of twelve semester hours in these fields. The fields, however, were conceived as being parts of a larger field, educational theory. And educational theory was conceived to be important in teacher education as it is used to inform, sustain, and criticize educational practice.

For two semesters, once a week for four hours, the liberal arts graduate students met in the theory seminar. And once a week for two or three hours, they observed practices in the Fairfield public school system. Every week during the second of three years of preparation, they were faced with theory and practice and tried to make sense of both.

The general objective of the seminar was to relate theory and practice. The unification of psychology and philosophy into educational theory was sought in the statement of specific objectives. Four specific objectives were to be pursued in the work in both psychology and philosophy. In history and philosophy of education these were:

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[4] Instructor: D. Bob Gowin, Assistant Professor of Education, University of Bridgeport (Ph.D., Yale University). The following material was drawn from a detailed report prepared by the instructor.

1. *Developing your own philosophy.*

a. A scholarly, high-qualitv achievement of this objective would mean making explicit and clear the comprehensive system of assumptions, principles, and values by which you, as a teacher, live, think, and act.

b. The minimum expectation here is that you be able to demonstrate familiarity with the pattern and logic of some one philosophical system, even though you may not, at this stage, wish to accept it as your own.

2. *Making your philosophy work.*

a. In one direction, starting with your philosophy, you should be able to connect particular educational practices to your philosophy.

b. In the other direction, starting with some particular educational practices, you should be able to connect them to your philosophy.

3. *Knowing how competing philosophies work.*

a. A scholarly, high-quality ahievement of this objective would mean making explicit and clear at least one alternative to each of the major principles in your own philosophy. This alternative should be a principle which is actually accepted by other thoughtful persons but is rejected by you.

b. The minimum expectation here is that you describe clearly and consistently the comprehensive system of assumptions, principles, and values of some philosophy other than your own (cf. 1, above).

4. *Defining educational problems philosophically.*

a. A scholarly, high-quality achievement of this objective would mean resolving some disputed issue in education by clear and cogent appeal to the basic philosophical assumptions.

b. The minimum expectation here is that you could show in some short quotation from any writer on educational matters what the hidden philosophical issues appear to be.

The four specific objectives to be pursued in educational psychology were:

1. *Developing your psychology.*

a. Make clear the comprehensive system of principles, assumptions, values of a psychology you feel will serve you as a teacher. Include in your presentation the teacher, the pupil, and the situation you think you will face.

b. The minimum expectation here is that you will be able to make clear the connections, ramifications, implications, and internal logic of some psychological system even though you may not be sure that it is the system you feel you want to adopt at the present time.

2. *Making your psychology work.*

a. Begin with some principles and connect them to particular educational practices (e.g., progressivism and interest-purpose).

b. Begin with some particular educational practices and connect them to particular principles (e.g., from methods and techniques of grading to the assumptions of individual differences).

3. *Knowing how competing psychologies work.*

a. Make explicit the principles which are accepted by other thoughtful persons, but which are rejected by you. Show that you are aware of the alternatives to your psychology.

b. At the level of practice, describe some behavior of a pupil or teacher as it might be explained by *two* different theories.

4. *Defining disputed educational issues psychologically.*

a. Take some disputed issue in educational literature (e.g., discipline) and resolve it in terms of some clear and cogent appeal to basic psychological principles.

b. In some short quotation from any writer in your field, identify what the hidden assumptions about human behavior appear to be (e.g., juvenile delinquency—the psychological mechanisms behind vandalism as seen by a behaviorist, a psychoanalyst; Berger's explanation of "humor" as a defense against a repressive society vs. Eastman's criticism of Ego, superego, id as products of myth-making man—the problem of reification, anthropomorphism).

These four objectives were achieved mainly by writing two scholarly papers. One paper was focused primarily upon psychology, the other upon philosophy. Students had a choice between a high-quality aim (the A objective) and the minimum expectation (the B objective).

The basic emphasis in each specific objective was, again, upon theory and practice. Students were asked in Objective One to develop a philosophy or a psychology. This development required chiefly a statement of theory in the abstract. Coherence and comprehensiveness were the criteria for evaluating this statement. Objective Two required the deliberate effort to connect the abstract statement to particular educational practices. Either adequate correspondence or relation or both were criteria for evaluating the achievement of this objective. Objective Three entailed a comparison of two theories on major alternative principles. The logical principles of contradiction and consistency were employed here in evaluation. And finally, Objective Four required the critical analysis of some educational problem. Achievement here was evaluated by effective logical appeal to theoretical principles.

Unification of psychology and philosophy was enhanced when students took the same educational problem for both psychology and philosophy. The problems of discipline, individual differences, evaluation, motivation, and guidance, for example, are amenable to treatment both psychologically and philosophically.

In evaluation several logical principles were used. Principles of coherence, comprehensiveness, correspondence, contradiction, consistency, and critical analysis were tools which could be used by the students as well as by the instructor. Some time was spent in class developing and using these philosophical concepts.

Philosophy and psychology are not only subject matters of educational theory. They are methods of analyzing processes. It is possible to philosophize and psychologize as the group goes along. Philosophy was involved as a part of the method of teaching as the group analyzed, synthesized, and attempted creative speculations. Psychology was likewise involved as students probed the behavior of the participants in the seminar. While discussing theories of learning, the members of the group took a long look at the theory of learning being used at the time. It was through this method of teaching that the students experienced the value of perplexity in learning. A genuine problematic situation was encountered, not just talked about.

During the first term, a "book-bank" technique of teaching was used. The instructor suggested a list of books. Each student purchased a different book, and these were shared. Each student was given a weekly assignment to report on some segment of reading appropriate to the class discussion. There was a problem of communication resulting from the different language, jargon, and writing style of different writers; and the students became more and more perplexed. In evaluating the seminar retrospectively, one student wrote:

> In an average Educational Psychology course where one textbook is used, an individual in such a group rarely has time to refer to books listed in its bibliography, footnotes, or suggested reading lists. The system used this semester—plunging in at the beginning of the course and swimming through the bulk of materials—was more challenging to our thinking, necessitating organizing, and re-organizing of our thoughts and aims as we progressed from reference to reference.

But the perplexity—or put more favorably, the challenge to thinking necessitating organizing—was not well received at the time it occurred. The students wished to be told which theory was the correct one. They felt disturbed at the thought of having to choose among competing theories and principles. If psychologists could not agree, why was one to expect mere elementary school teachers to resolve the disagreements?

Reluctance to pursue and puzzle through the different theories was quite pronounced at first. There was sharp questioning of the *value* of theory. The typical school teacher whose class they visited could not, the liberal arts graduate students reported triumphantly, tell what theory she was using; and some even denied they were using theories. Gradually, however, as the students perceived that teachers as well as psychologists disagreed, as they perceived that a teacher of spelling might follow Thorndike's "laws" of learning and use word lists in drill or follow the organismic-insight theories of learning and present new spelling words in context, theory began to take on meaning. The need for it, and its value in fulfilling that need, were tentative conclusions of the students about midway in the year's work.

Several general ideas emerged. First, the practicality of theory began to appear. Theory is valuable as a guide to consistency—lest the teacher undo with the left hand the work of the right hand. Furthermore, when it comes to a choice in the different techniques of teaching, or methods of teaching, or even different philosophies of teaching, theory may be quite helpful in the choosing. Text A or Text B? This activity or that? Which approach to reading? Theory, then, in promoting consistency and facilitating choice, may relieve the teacher from routines employed only because "we've always done it that way"; it may also give sanction to interesting new ideas.

A second general idea which emerged from the seminar concerned learning itself. Just how does the teacher teach? A teacher should teach the way a student learns, the students agreed. But if this conclusion is sound, then, since descriptions of how students learn vary with different theories, the teacher must study theories of learning. Put in other words, if the teacher is to know what she is doing, then theory must be involved. Or stated in still another fashion, theory helps the teacher to respond to stimuli not *immediately* present.

After these two general ideas emerged, the pace of the seminar quickened. Oral reports to the class appeared to carry more meaning; reading intensified; questions became more pertinent. Seemingly aggressive statements born of the frustration of difficult readings shifted from the person of the instructor and became instead more penetrating questions into the nature of the problem itself.

It was at about this point that observation in the schools seemed to be really interesting and stimulating to the students. One student, for example, realized that it was extraordinarily difficult to give a lesson in spelling following pragmatic learning theory when the master teacher had organized the class along lines predicated by third-hand Thorndike. How does one overcome the tedium of Thorndike? One must first realize what the theory is and how it modifies practice, what alternative theories are available, and what kind of practices would be predicated by the alternative theories.

The students were encouraged to be critical of the practices they were observing. They were reluctant, at first, to accept this role. To some it seemed an act of disloyalty to the school system and the educational profession to criticize it. A teacher must do what she is told to do anyway. A teacher cannot alter practice; only "they" can.

Gradually, however, the students realized that they themselves and not some vague, indefinite "they" of authority must be responsible. It is not the function of a professional school to train professionals, the students agreed with Robert Hutchins, but to criticize the profession. The students began to feel that authority in education is a function of the intelligent inquiry of the professional group (not solely the administrative head of the organization). Opinion in the class changed from one of docile acceptance of whatever was "handed down by the administrator to you to teach" (in the pattern of Barnard and Mann) to the realization—perhaps still dim in perception—that the teacher is a creator of the learning situation. She must know her students, know her subject matter, and know how to interfuse the two artistically. As the creator of the learning situation, the teacher must follow her own genuine imagination and inspiration, stimulated by theories as she best understands them.

Third Seminar: Fall, 1957–Spring, 1958

The final seminar designed for the liberal arts group provided for an intensive study of the curriculum of the elementary school, methods and materials appropriate to the various areas of classroom instruction, continuous planned observation, and student teaching.

The first half of the year's work in seminar was devoted to the curriculum areas of language arts, mathematics, and social studies. During the second semester study was concentrated in the fields of science, art, music, health and safety, and physical education, and in evaluation and measurement. The students again worked in seminar for a three- to four-hour period weekly and spent two to three hours in classroom observations related to the curriculum areas studied.

Language Arts and Reading[5]

Since language development and reading occupy such a very important place in the education of the elementary school child and are so significantly interrelated with many other areas of learning, a proportionately larger amount of time was spent in this teaching field. Through extensive investigation of the literature and through seminar discussions, a concept of the relationship of symbolization to physical, perceptual, emotional, and intellectual maturation was developed. Clarifying the skills and concepts essential to the use of symbols was the basic step in approaching a study of how to teach children to read and write. The student was continually challenged to reflect on earlier concepts in the study of child growth and development and in psychology of learning to seek solutions to problems of instruction in the field of reading and language.

Attention was given to the study and evaluation of instructional materials used in the teaching of reading at all levels, the role of phonics, reading readiness programs, and continuity in the development of reading study skills.

The services of the Reading Consultant for the Fairfield Schools were utilized at appropriate times throughout the seminar for discussions, for demonstrations and to assist in planning observations in the classroom directed toward clarifying various aspects of language instruction. Provision was also made for the students to observe specialists in reading in their programs of remedial instruction in the various schools.

A broad acquaintance with and appreciation for children's literature was a major objective of this seminar. Since the students involved in this program were college-educated mothers of young children, they tended to have a fair familiarity with children's

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[5] Instructors: Meta Williams, Assistant Professor of Education, University of Bridgeport (Ph.D., New York University); Florence Hickey, Reading Consultant, Fairfield Public Schools (M.A., University of Chicago).

The student teacher uses dramatic play techniques with fourth-grade pupils studying French in the elementary school foreign language program.

Time to observe the careful development of arithmetic concepts
is important to the student teacher.

books and were encouraged to share this knowledge with one another. Each student was required to write and illustrate an original children's story appropriate for a selected age level and to try out the product on a classroom group. The challenge to create original and imaginative "literature" which appeals to children was a difficult one, but served to clarify and crystallize some critical understanding of values in children's literature. The students were active participants in a workshop session on children's books conducted in the Fairfield schools.

Arithmetic[6]

The seminars devoted to the teaching of arithmetic in the elementary school focused on the major problem of making arithmetic more meaningful to children. Emphasis was given to the development of number concepts in the primary grades through the use of manipulative materials. A guest professor from the University of Bridgeport discussed the psychology of concept formation in the field of numbers and presented a teaching program based on such principles. Classroom teachers who had developed a special depth of understanding and breadth of experience in the field of elementary school arithmetic were invited to participate in the seminar sessions.

Teaching materials and curriculum guides in arithmetic were examined by the students and evaluated in terms of learning theory involved and appropriateness of goals of arithmetic instruction at the elementary level. The students in this seminar gave thoughtful consideration to the charges that the elementary schools are failing to provide for pupils the necessary command of the fundamental processes of arithmetic essential to the more advanced study of mathematics in the secondary schools and colleges.

The emphasis in this seminar was placed on both the mastery of basic arithmetic skills and the application of such skills to quantitative thinking.

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[6] Instructors: Anita R. Riess, Professor of Psychology and Education, University of Bridgeport (Ph.D., University of Marburg); Meta Williams, Assistant Professor of Education, University of Bridgeport (Ph.D., New York University).

Social Studies[7]

The role of the school in promoting the development of desirable social attitudes and the growth of knowledge and understanding of social institutions provided a dual focus for the seminars devoted to the teaching of social studies. Relations between the content and processes of social education and educational philosophies and psychologies were re-emphasized in the context of these discussions.

The tasks of the teacher as defined by Raths were especially significant in the consideration of the role of the teacher in designing experiences conducive to social growth of pupils. The role of the teacher, as described in the first report, emphasized the following:

> In order for learning to proceed effectively the teacher must help to establish a psychological climate, a wholesomeness in relations, a stimulus for activity which will allow learning to go ahead.
>
> A very important part of the teacher's job is to help young people clarify their thoughts, clarify their feelings, clarify their aims, clarify their purposes, clarify their beliefs and interests and attitudes.
>
> In our public schools one of the most important jobs confronting a teacher is his contribution to the unification of groups in achieving the aims of the school. To know how to make group life more zestful and productive for the promotion of growth and development is an indispensable part of the teacher's work.[8]

The resources for teaching social studies provided by the schools (text, maps, globes, films, libraries, etc.) as well as the resources lying within the broader community were explored. A major focus of concern in this seminar was planning for continuity of learning experiences appropriate to the age and experiences of pupils and directed toward building social attitudes in terms of values of the

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[7] Instructors: Meta Williams, Assistant Professor of Education, University of Bridgeport (Ph.D., New York University); Constance M. Burns, Assistant Director, Yale-Fairfield Study of Elementary Teaching (Ed.D., Columbia University).

[8] Louis E. Raths, "The Professional Tasks of the Teacher," Yale-Fairfield Study of Elementary Teaching, *Report: 1954–1955*, Chap. V.

E LAND WE LIVE ON

The techniques of guiding pupils' learning experiences on a field trip are practiced.

The prospective teacher finds that fifth graders like living things, even snakes.

culture as well as broadening understanding of people and their social institutions. In this part of the elementary school curriculum the classroom teacher finds great scope for his activity as the designer or selector of learning experiences. He needs to clarify his philosophical and psychological concepts in order to function effectively in these broad and important areas of teaching.

Science[9]

The role of the elementary school in science education was a challenging one to explore. This area differed from others in that these mature students were less familiar with the subject matter of elementary school science programs than with the matter of other teaching areas. Certain fears and misgivings were evident. The principal objectives of the seminars in science were to make the student aware of the growing importance of science instruction in the schools and of the rich possibilities for science teaching at the elementary level.

Sessions devoted to elementary school science were organized by the Consultant in Science Instruction in the Fairfield Schools. These were operated on a workshop basis; students handled materials and equipment used in elementary school science programs, and performed simple experiments and demonstrations in such fields as light, sound, magnetism, and electricity.

The Science Consultant planned and supervised some short science excursions in the school neighborhood, helping the students discover for themselves the possible resources for science learnings in the out-of-doors. Because the subject matter was less familiar to the students, most of them felt that this was an area in which they would need to continue study in-service. The major objective of the work planned was to arouse some enthusiasm for science in the elementary curriculum, to overcome a few fears, and to stimulate interest in further preparation in the field of science teaching as well as to equip the teachers to begin work in this complex and fascinating field.

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[9] Instructor: Katherine V. Nespojohn, Consultant in Science, Fairfield Public Schools (M.A., Columbia University).

Arts[10]

In an introductory seminar in art education questions were raised which helped direct the thinking of the group toward basic problems in the teaching of the arts.

What is an art experience?
Are the arts more than pleasant luxuries?
Are the arts for entertainment or do they serve other needs?
What is the potential for personal enrichment in art education?
What are the social functions of art?
Are the arts essential in education for democracy?
Should art education serve the needs of the few or the many?
Should art education emphasize creativity or appreciation?

The evidence found in history and anthropology of a basic human need for art expression was examined. The ways in which art meets psychological and emotional needs through resolution of tensions, trains and refines the senses through aesthetic shaping of materials, sounds, and color, and satisfies the need to clarify and objectify experiences—these were considered in assessing the importance of art as an area of learning in the elementary school.

A workshop in creative activities in the arts was provided and the special teachers of art in the Fairfield schools participated as resource people. Students explored at first hand some of the materials used in art education in the elementary schools in music, rhythms, and graphic and plastic arts.

In art and music, as in each area of curriculum studied by the group, the emphasis was placed on the selection of appropriate learning exerience and of methods and materials of instruction in terms of the objectives to be attained and the principles of learning involved.

The purposes which it was hoped would be served by this workshop experience were (1) the development of a positive attitude toward a wide range of aesthetic and creative experiences and (2)

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[10] Instructors: Bessie Lee Gambrill, Professor Emeritus Elementary Education, Yale University (Ph.D., Columbia University); Alice Duckworth, Consultant in Art and Music, Fairfield Public Schools (M.A., Tufts College; M.A., New England Conservatory of Music); Lottie Palmer, Special Teacher of Art, Fairfield Public Schools (B.S., Southern Connecticut State College).

BRITAIN BOAC

The group enjoys exploring the varied media used in elementary school arts and crafts.

The art specialist helps the prospective teacher learn how to look at children's creative work.

the encouragement of the prospective teacher to search out new opportunities for art expression for the enrichment of her personal living as well as for broadening her professional competency in this area of curriculum.

As in other areas, this group of mature students varied in breadth and depth of understanding in the field of art. While all had had some formal art experiences in their undergraduate college years, they differed in the degree to which they had continued to grow in aesthetic appreciation and creative skills. The workshop approach seemed most productive for reawakening sensitivity and interest in the arts as an important area of childhood education.

Health, Safety, and Physical Education[11]

The responsibility of the school for providing a safe and healthful environment for children and for providing for essential learnings and attitudes concerning personal and public health was stressed in seminar sessions to which school health workers were invited.

The school curriculum in physical education was explored through classroom visitation and demonstration teaching. The participants studied and evaluated programs for the elementary school in the areas of physical education and health instruction.

Evaluation and Measurement[12]

A final series of seminar sessions was devoted to the philosophy and techniques of evaluation and measurement in the elementary school curriculum. The principles underlying evaluation were clarified by study and observation of the teacher's functions in evaluation of pupil growth. It was noted that such evaluation should be made through a variety of processes involving the use and interpretation of standardized examinations, teacher-constructed tests, informal and subjective techniques, and teacher-pupil cooperative evaluations. An inductive approach was used in which the meaning of measurement and the nature of instruments were developed through problems presented to the group. Concepts of measurement as a means of knowing, and measurement as refinement of judgment, were developed through experimentation. From these experiences, principles of measurement were derived.

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[11] Instructor: Helen Gibson, Specialist in Physical Education, Fairfield Public Schools. (M.A., Columbia University).

[12] Instructor: John J. Howell, Assistant Director, Yale–Fairfield Study of Elementary Teaching (Ph.D., Yale University).

Both the role of measurement in formal and informal teaching situations and the functional and motivational uses of measurement to the learner were explored.

Evaluation in the teaching and learning process was examined in relation to the nature of the processes, the definition of goals, and the seeking of evidence of progress toward these goals by observation, comparison, and interpretation.

The group studied standardized instruments of evaluation and manuals used in the schools as well as teacher-constructed tests. The relationship between measurement and evaluation and the school's responsibility for reporting to parents was explored.

The problem-centered, inductive technique employed in this seminar appeared to be a useful approach for students who had already, through observation and participation, been made familiar with the actual classroom problems in the area of measurement and evaluation of learning.

Student Teaching

The period of student teaching was provided during the second semester of 1957–58, from January 2 to February 14. The students anticipated this period with enthusiasm and began early to plan for such assistance at home as would be necessary to permit them to give full time to the practice teaching assignment. Preliminary visits were arranged for the students so that they might become familiar with the school setting in which this important period in their training was to take place.

Since the program prior to this period had been marked by broad opportunities for observation and a considerable degree of participation, the initial observation period in the students' practice teachign assignment was of fairly short duration. After a day or two of orientation some responsible teaching was undertaken. As rapidly as seemed feasible the students took over larger amounts of responsible teaching and for a period of at least three weeks each assumed complete responsibility for planning, teaching, and evaluating in all areas of the curriculum. They participated as well in the whole-school tasks and community responsibilities which fall normally to the teacher's lot. The cooperating teachers worked with the staff of the Study in guiding and evaluating the learning experiences of the student teachers. The staff of the Study met in seminars with the cooperating teachers to discuss problems which arose throughout the practice teaching period. Other meetings were held including both students and cooperating teachers. The member of the staff responsible for the supervision of practice teaching kept in close contact with cooperating teachers.

Each student kept a daily log for the period of student teaching. These logs provided a complete description of the activities of the pupils, of the cooperating teacher, of the specialists, and of the student teacher herself. Paralleling this descriptive record the student kept a column in which they indicated their own reactions, evaluations, or questions. These logs served as a source of the problems of teaching to be brought up for discussion in the seminar sessions.

A typical example of the use of the daily log as a means of identifying problems and raising questions related to aspects of teaching may be observed in the following extract.

Monday, January 6, 1958

Reading groups: The Trails to Treasure group worked with me this morning and they are alert and most attentive. We used this period to speculate upon the new unit which they are beginning, and to discuss in particular the first story in the unit. When they returned to their seats to read the story they seemed most eager to begin. Mrs. S. took the other two groups.	This is the "best" reading group and it is relatively simple to draw the exact answers for which one is searching. Is it because they are interested that causes them to be the top group, or is it strictly ability? Are some children in the other reading groups just as able but not as highly motivated? Or are interest and ability inseparable?
Recess: I handled this alone this morning and quite enjoyed it. It is an opportunity to see the chil-	

dren under slightly different circumstances and you see a "side" that you had not previously observed.

Arithmetic: This morning's lesson was on measures and weights. Mrs. S. began by discussing who would be using these particular measures in their work and how. She then tried to show them concretely how to change a measure into something smaller or larger. She drew bottles representing quarts and containers representing gallons, pointing out relationships i.e. more and less. They concluded that when they were changing from a large to a small measure they would have *more* and would *multiply*, and when they were changing from small to large they would have *less* and would *divide*. Mrs. S. suggested that when they did their written problems they draw small pictures representing their units.

Social Studies: The children discussed how to attack the new unit on New England. Some said they preferred to work alone while others expressed the desire to work in small groups. They must decide whether they wish to take one state as their particular project or some subject pertaining to a particular feature of a state or New England as a whole. Mrs. S. brought in a great

This arithmetic lesson seemed so much more meaningful than the way weights and measures were once taught—mechanically and devoid of any real meaning. Mrs. S. was trying to equip the children to find answers even if they forgot the "tables."

January Temperatures
January Weather
In January there were
10 cloudy schooldays, and
10 sunny schooldays.
The highest tempera-
ture was 48°. The lowest
temperature was 26°.
AMERICAN RED CROSS

The student teacher helps second graders interpret graphs.

Practice in listening to and evaluating pupil reports is a valuable experience in the classroom.

deal of material and urged the children to get some of their own. They seemed most enthusiastic about the unit and eager to begin.

Language: This was a first for me for it was not only my first day of teaching this subject, but the first assignment I had given. It was not too encouraging to have it turn out a complete fiasco! I had explained on Friday, in great detail, so I thought, just what I wanted them to do. It seemed simple enough: they were to pick something from the news, discuss it briefly and tell us why they thought it was important. Not more than six or seven bothered to do it, and I still cannot determine whether it was the assignment or me which caused the failure. My idea was to try to help these children to become cognizant of the world around them and I'm now ready to give up!

This was obviously a case of the teacher (me, in this case) being highly motivated—but not succeeding in motivating the children. Either I did not communicate my idea properly, or this group is simply not ready for this sort of thing.

Spelling: I gave the children a spelling test today and was amazed to find some with ten errors, some with five errors and many with more. They have had these words for a week and it seems impossible that some of the children would do so poorly.

The test for this unit has been given and we move on to the next lesson. But what of the children who obviously have not learned these eighteen words?

Science: The children are to have a science test in the near future and Mrs. S. assigned an outline on weather for homework.

Social Studies: The children were so impatient to start their projects that Mrs. S. gave them the last thirty minutes to begin to organize their work.

As eager as the whole class seemed to begin, when the time came some obviously had no idea how to commence. To observe the vast differences in the way these children approached their problem was a fascinating experience.

Each student wrote a twelve- to fifteen-hundred-word paper evaluating the student teaching experience. In this they summarized the areas of teaching in which they felt well prepared, those in which they were less confident. Their personal satisfactions and dissatisfactions were reflected in this paper as well as their growth in understanding of themselves in the role of teacher. The following quotations are extracted from these papers.

> One of the most beneficial aspects of this experience was the continuity of the daily contact with the children, the classroom routine, the teacher's techniques, the curriculum, extra-curricular duties of the teacher, etc. A meaningful pattern within which I could identify myself, soon began to develop which was not possible during the weekly observations.
>
> A second particularly beneficial aspect of this experience was the evaluation of each day's activities with the supervising teacher and the daily recounting of occurrences in the log. I found these to be most satisfying ways of checking progress and of bringing to light areas in which the need for guidance was indicated. These two techniques also prompted a good deal of self-examination which I feel was most helpful to me in understanding myself in relation to the children and the role of teacher and in measuring growth.
>
> The fact that I was expected to assume most of the duties and responsibilities of the teacher during the independent teaching periods was good, too. Doing all of these things served to give me a more genuine picture of the teacher's role.

tell
was
tell
here
is
sta
healthy
He helps us!
safety
protection
fire, robbery, if lost

The student teacher tries her skill in small group instruction as well as with larger groups.

"The TELESCOPE"
"MARS"

The prospective teacher guides pupils in understanding complex instruments of science through the use of models.

> I liked the fact that my supervising teacher left the room a great deal of the time while I was teaching and thus threw the whole responsibility of teaching, discipline and classroom routine upon me. I feel that in this way I was better able to tell whether I was learning to cope with the total situation and any little progress that was made in that direction was satisfying because it was my own progress. Truthfully, there were many times when I wished for her support (and I would have had it if I had asked) but I am sure it was better for me to have had to rely upon myself.
>
> Lastly, the fact that the entire faculty, the principal, the custodian and the cafeteria workers all accepted me so quickly and easily and were so ready with advice and encouragement helped to make even the discouraging days worthwhile.

Logs and summaries such as the above served to identify problems of student teaching for seminar discussion as well as to stimulate critical thinking on the part of students in their effort to recognize and relate theory and practice.

The year devoted to curriculum, materials, and methods of instruction for the elementary school was designed to broaden and deepen concepts developed in the earlier seminars by constantly challenging the student to relate theory to practice, to examine method in terms of basic psychological principles of human growth and the learning process, and to evaluate curriculum in terms of how it derives from and contributes to the achievement of the commonly accepted goals of elementary education.[13] The emphasis throughout was not on the mere acquisition of partially understood patterns of teacher behavior or tricks of a trade, but rather on the use of critical judgment in the design of learning experiences for children.

Opportunities were arranged for group observations in a number of situations where different underlying philosophical orientations might be more clearly distinguished, such as an elementary school in a low socio-economic area with a racially mixed student population, a private school which emphasizes the creative arts, a community school organized about the needs and problems of a low income area in a large city, a school for the gifted. Observations such as these were scheduled in a number of different communities. School administrators in New Haven, New York, Bridgeport, New Canaan, and Hartford cooperated with the staff of the Study in making such opportunities possible.

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[13] Yale–Fairfield Study of Elementary Teaching, *Report: 1954–1955*, Chap. VI.

With the help of a staff of five consultants the school system of Fairfield is engaged in an active program for the in-service education of the teachers of Fairfield. This provided another opportunity for enriching the experiences of the Yale–Fairfield students. Teacher orientation programs and workshops in a variety of curriculum areas were attended by the student group. The consultants were brought into seminar sessions as special resource people and served to interpret the on-going curriculum to the students.

Specialists in the fields of reading, physical education, art, music, and science worked in the weekly seminars and planned workshop-type experiences for the group. Specialists in the fields of art and mathematics from the staff of the neighboring universities of Yale and Bridgeport were invited to meet with the seminar.

In addition to the individual and group observations mentioned above, each student was assigned a period to spend in the schools with each of the specialists in the different areas of the curriculum in order to gain insight into the role of special services. The student observer followed the program of the specialist for periods varying from half a day to two full days. The specialists allotted time for follow-up discussion to answer students' questions concerning the objectives and methods in each area of specialized service. Direct observation of the work of the school psychologist, the speech correctionist, the special teachers in art, classroom music, instrumental music, foreign languages, and reading was designed to broaden the over-all concept of the school curriculum and assist the observer to define for himself the role of special services in the elementary school and the relationship of the specialist to the classroom teacher.

The total program as described in this chapter was built about the theme of continuous and paralleled study and observation. Underlying the design was a conviction that mature college graduates can be best challenged and stimulated by a program of preparation for teaching in which they are expected to think through their own personal philosophies. No program of education is better than the teachers involved. The description of teaching as a continuous process of interactions based on decisions points up the importance of preparing teachers to make decisions in the light of effective thinking based on the best available knowledge and clarified by a well-thought-out philosophy of life and of education. It is the hope of the Yale–Fairfield Study that this small experimental group of new teachers has been so equipped.

V

EVALUATION

In June 1958, the Yale–Fairfield experimental program for community and college cooperation in the recruitment and training of liberal arts graduates for elementary classroom teaching was completed. The eight students enrolled in the program had each earned thirty semester hours of graduate credit in professional study and were granted provisional certificates to teach at the elementary school level by the certification authorities of the State of Connecticut. Such provisional certification is the initial certification given to all fully qualified graduates of approved programs of teacher education under the provision of the Connecticut Certification Regulations.[1]

In the three-year period of this program, the staff of the Yale–Fairfield Study sought a new design for the preparation of liberal arts graduates for careers in teaching. The project was motivated by the teacher shortage and by the desire to explore ways of utilizing the resources of the college and of the school classroom in an integrated program of teacher preparation. Of primary concern was the goal of developing a program of teacher preparation tailored to the needs of a special group, young matrons whose homemaking responsibilities would not permit full-time graduate study but who could, when the program is designed over a period of years and brought directly to the community, complete their preparation and be ready to assume full-time teaching positions.

The three major areas of concern were (1) the recruitment of mature candidates of high caliber for elementary classroom teaching, (2) the development of a cooperative, integrated program involving the public school system and the institutions for preparing teachers, and (3) the design of a program in terms of sequence and time suitable to the needs of a special group of prospective teachers. These three phases are closely interrelated, but for purposes of summary and evaluation they will be considered separately here.

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[1] See Appendix, pp. 86–7.

RECRUITMENT

Publicizing this opportunity to prepare for a teaching career—using as channels the American Association of University Women, the college clubs, the Parent Teacher Associations, and other community organizations—was effective. More than enough applications were received to permit a careful selection. Many excellently qualified applicants had to be rejected because of the limitations of the budget. It might be assumed safely that in any community of the nature of Fairfield a group of college-trained women who are interested in teaching can be identified. Twenty-five applications were submitted prior to the beginning of the program of study, and in the following two years applications continued to be received from women college graduates who expressed the hope that a second group might be organized to meet their needs. Since the objective of the Yale–Fairfield Study was solely that of exploration and research in this method of teacher preparation, no second group was formed.

The recruitment of more and more high-caliber people into the teaching profession is a responsibility not solely of the teacher-preparing institutions, but also of the total teaching profession and of the community at large. Teachers in service can and do recruit new candidates for teaching. Community groups have developed an active interest in the problem. If a variety of teacher-preparation programs adapted to the needs of people of different ages and with different educational backgrounds can be provided, the scope of selective recruitment can be enlarged.

THE PROGRAM AND THE SCHOOL COMMUNITY

It is considered essential in any program of teacher preparation to provide experiences which involve the student teacher in direct association with children in all types of learning situations. In programs at the undergraduate level, colleges seek continuously to broaden and refine the scope of laboratory experiences in order to bridge the gap which too often exists between educational theory and practice. Programs designed for graduate students sometimes achieve this through a form of internship.[2] It seems obvious that if programs of teacher education are to prepare not merely capable theorists but also highly competent practitioners, the problem of how to provide rich first-hand experiences in the field and to challenge the student to analyze and reflect upon such experiences deserves continuous effort.

The setting of the Yale–Fairfield Study provided a unique opportunity to discover what might be contributed to this problem through the involvement of all the resources of an above-average school community. The Fairfield school system—an integral part of all the projects of the Yale–Fairfield Study—assumed an important role in this particular project by providing continuous opportunities for observation and participation in all facets of elementary education and culminating in a period of student teaching.

In what ways did the cooperating school system benefit through working with this program? The administrative staff of the public school system felt that the opportunity to participate in a responsible fashion in the preparation of future teachers contributed to the professional growth of its own personnel. Classroom teachers who were selected to work in this program found that the challenge to demonstrate, interpret and evaluate their classroom operations to the neophyte served to enlarge their own professional understanding. Specialists in various areas of the curriculum found it challenging to work in pre-service areas of professional education. In-service credit was given to all the participating members from the Fairfield schools as a recognition of their professional growth.

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[2] *An Exciting Adventure in Education,* Fifth Annual Report of the Cornell Experimental Program for the Preparation of Elementary Teachers (Ithaca, New York: Cornell University, 1957).

The contribution such a program eventually makes to the staffing of the schools was another value accruing to the school system involved. Two students in the program who were well qualified in modern languages taught part time in the elementary school foreign language program in Fairfield during their years of preparation.

Three of the students were candidates for teaching positions in Fairfield immediately after completion of their certification. The assistant superintendent found that his first-hand knowledge of the personal and professional qualifications of these candidates was of decided value to him in selecting and assigning them to teaching positions. Two other graduates of the program have signed contracts to teach in Fairfield for the coming school year. Others who have been active in substitute teaching positions have temporarily postponed their acceptance of full-time assignments because of unforeseen developments in home responsibilities.

The staff of the Study feels there might be more assurance that students in such a program would begin professional careers immediately upon completion of their certification if no candidates were accepted whose youngest child was not of school age. This would mean, in some cases, that the candidates would be older and therefore their anticipated years of professional service would be shorter. There is probably no magic solution to this problem other than to secure participants who are strongly motivated to teach and to encourage a realistic appraisal of the problems arising in the dual career of teacher and homemaker.

One of the possible benefits to the participating schools which was only partially explored in this study relates to the employment of the students as Teacher Assistants during the period of their preparation. If the home responsibilities of the student permit, this type of responsible service in the school has a great potential in orienting the assistant to the tasks of the school and the role of the teacher. If the school system feels, as Fairfield has come to believe, that the carefully controlled and judicious use of assistants in the classroom can contribute significantly to the improvement of instruction and better use of the time and energies of professionally prepared teachers, then this new position in the school staff structure may be a most valuable pre-teaching experience for the student.

During the two years prior to student teaching, the students enrolled in the Yale–Fairfield program did to some degree contribute services to the schools to which they were assigned for observation and participation. They supervised small groups and worked with individual students under teacher direction, did some clerical work, and helped with routines. Such service was not, however, an integral or required part of their laboratory experience. When time and the situation permitted the assumption of some responsibility in the school setting, the student participant found such experience most meaningful.

If candidates had been selected for this program who were sufficiently free from home responsibility to permit them to assume the role of full- or part-time assistants, the nature of the student group would doubtless have been slightly different. It would be interesting and probably fruitful to repeat this experimental program selecting candidates who could serve as assistants and provide for integrating fully the role of Teacher Assistant (as described in the report of the Yale–Fairfield Study, 1958) with such a program as this in preparation for a teaching career.

In conclusion, the Fairfield school system found that definite benefits were derived from participation in this teacher-education program both in the in-service growth of its own personnel and in the recruitment of new teachers to staff its own classrooms. The fringe benefits derived from the services rendered to the schools by the student participants were not large but indicate a direction for further experimentation.

THE PROGRAM AND THE COOPERATING COLLEGE

What benefits to the participating college are found in this program? The opportunity for members of the college instructional staff to cooperate in an action research type of program in teacher preparation was a challenging one for any institution concerned with continuous study and improvement of its program. The close relationships established with the elementary schools of Fairfield served to enlarge the scope of laboratory experiences appropriate and available to pre-service teacher education. In addition to these benefits the college found that participating in the program as developed by the Yale–Fairfield Study provided opportunity to serve more broadly the educational needs of the community and thus to prepare more teachers for the elementary classroom. During the current year the Danbury State College is cooperating with Darien, Connecticut, in a program based upon the experimentation reported here. Next year the University of Bridgeport is inaugurating a program. The participating school systems are Fairfield, Westport, and Stratford.

THE PROGRAM AND THE PARTICIPANTS

There is no doubt that the experience of preparing for a teaching career through the program of the Yale–Fairfield Study was one which the participants found stimulating and rewarding. Throughout the two and one-half years they were asked to assist with a continuous and critical evaluation of the program in terms of their own goals and needs. At the end of the project, written reactions to the program as a whole and to the period of practice teaching in particular were secured from each participant. The reactions quoted below were drawn from this material and reflect the critical judgment of the group concerning the various aspects of their experience.

Sequence of Experiences

> Regardless of how long one cogitates upon the sequence of the study of Child Development, Psychology, and Philosophy, it seems to lead back to the proposition that these must precede Methods and Practice Teaching. The idea that these seemed at the time "out of context" did not trouble me, for I have never been convinced that learning that is momentarily unrelated is automatically less valuable. If such knowledge were never applied it might eventually drift into oblivion, but where it is followed by practical application as it was in our case, I can see no particular problem.
>
> I felt that the sequence of courses was good. I appreciated the value of the Child Development, Psychology, and Philosophy

courses before the practice teaching and methods courses. I missed, however, some sort of opportunity, after the practice teaching to reassess the philosophy and psychology in terms of this experience, as you were able to do with the Fellows,[3] when they were actually involved in the school situation.

All the seminars were important, full and intrinsically valuable in teacher-training. I feel their sequence was good but that the entire group of courses needed a final pulling-together-type seminar similar to Education 448 at the University of Bridgeport which would have enabled us to examine thoroughly problems involved . . . If future training groups would be limited to two and one-half years, then perhaps one summer could be used in which Methods and Materials could be studied prior to the year in which practice teaching was done. If the program were envisioned as a three-year study, then the last half of the third year could be valuably used to correlate all the learnings and experiences of the entire study.

The Content of Seminars

A. Child Growth and Development in the Elementary School.

Child Growth and Development—invaluable to me. Pointed out individual differences, differences at age levels, maturity variations, background influences, physical development and deviation, etc. Opened my mind and thinking toward child as individual, particularly. Clarified to me concept of public school teaching regarding each child as himself, the basic philosophy of doing the best possible for individual rather than group.

This was my meat, and my field. Despite children of our own of diverse ages, I certainly derived much instructive information about children. Physical, emotional, intellectual, maturity variations were pinpointed for me by an expert. Observation illustrated likenesses and differences at age levels. Learned to view children in a completely new way, probably with much more sympathy, tolerance, and try-to-understand. This was an invaluable course to me; I feel sure that I derived much from it to enrich my feeling for all children. Even if this is erroneous (which it is not) I surely developed a broader, more thoughtful, and tolerant attitude toward our own. I shall always be grateful to Yale–Fairfield, and to Dr. W. that I have had this.

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[3] The term "Fellows" refers to another experimental group of eight undergraduate students in preparation for teaching who were granted teaching fellowships by the Yale-Fairfield Study during their four years of college preparation and who served as assistants in the classroom for one semester of each year. This project will be concluded in June 1959 and a report will be published after that date.

Fine course for women in our position, integrating home experiences with learnings, readings and observations of school children. Good opportunity to read widely because most of the books were not difficult. These early readings were of great value throughout the two and one-half year period.

B. Educational Psychology
Philosophy of Education

Basic problem during psychology seminar was to integrate readings and discussion with classroom activities. This was difficult, in my own case, to sift the material enough to really identify theories of learning and to work out questions and problems to gain better understanding.

Own feeling is that Philosophy should be presented first (before Psychology). This course was more penetrating, forcing one to think through one's own attitudes, solve problems according to one's own convictions. Science of psychology comes from philosophy and for true understanding should be presented in this fashion.

Wide, somewhat difficult readings helpful in distinguishing philosophies—more reading done this term than any other, but this might have been due to conditions at home also.

Did not at any time feel the need to question usefulness of such courses. Noticed others doing so and introspected some. Feel that the year's work answered particular needs perhaps not articulated before.

Philosophy and Psychology of Education—interesting, and of increasing value with experience, I am sure. The paramount immediate value of course was to teach me to keep my mouth shut, in the vernacular, and to listen. To think about what others said, and to cogitate upon it. I have not been *sure* of anything regarding education since, and this is probably very good.

This paper consists primarily of negative criticisms of the project. These are made in the hope that they will be of some aid both to the planners and the students of future similar undertakings. I found the entire two and one-half years' work and study most rewarding. The year of Philosophy and Psychology was the most difficult in terms of time spent on homework and on term papers. Of the entire program, I would add only this—that to me it was a most worthwhile learning experience, both in terms of today and the future.

Observation and Participation

Beneficial, both group and also individual. After a certain amount of experience with this, I felt more competent to judge what I was looking for, insofar as classroom atmosphere and individual were concerned. Learned to recognize problems on my own. Learned to recognize teacher problems, and to respect wholeheartedly the tremendous effort of teachers in the classroom to do their utmost for the children.

Teachers first not sure what to do with us. First semester not too valuable because of newness of situation. Valuable, however, in observation of children.

All sessions planned in advance with teacher were valuable because experience requested was given, responsibility for planning was given.

Group experiences in observation valuable because in each case we were looking for something definite and could discuss situations together.

Teacher important in observation assignment—must have someone who can share her class.

Adequate provisions were made for classroom observation but I think it would have been a more meaningful experience for me, especially in the beginning, if the observational experiences had been directed toward more specific objectives, similar to the group observations. In addition, I would like to have participated more actively in the classroom activities during these observation periods.

My understanding of our observations during the first two years

Serving as an assistant gives the prospective teacher the opportunity to work with small groups.

A Surprise Cake
stop

The student teacher learns firsthand the relation between drill or practice and the strengthening of responses.

of our program was that each of us was asked to establish with the cooperating teacher how much active or passive participation we should have. I preferred a long period of observation because of my own feeling of insecurity in the field. This entire question, I feel, is destined to be an individualized one. The direction by the Study and Seminar leaders seemed clear all along—we were to use our own initiative and judgment at the appropriate times and levels.

I believe there is no question that when observations were planned in conjunction with our seminars they were more meaningful. Seeing a first grade create an experience chart after having been primed in the objectives and learning values of such a chart, greatly sharpened the experience for us. Random observation, particularly before practice teaching, seems much less vital, except as a general orientation to classroom situations.

We all wished for much more opportunity to participate and were happier when such opportunities arose. Some teachers were far more helpful in this respect than others, although I believe we might have asserted ourselves more than we did.

Practice Teaching

The thing that counts is that the student be helped to see herself in this situation in order that her total impression of the experience be as valid as possible. Practice teaching provides a sizable spurt of growth for the student, and lest her overwhelming new wisdom lead her down false avenues, it needs to be checked and clarified.

I would strongly advise a longer practice teaching experience with a very gradual taking over of responsibilities and a longer period of completely independent teaching. During this practice teaching period, the addition of a periodic evaluation of performance, indicating both strengths and weaknesses would have had a stabilizing effect and given the opportunity for making more specifically directed efforts.

Evaluation was most valuable on day-to-day basis (short, quick summations of what might have been improved, where weakness was indicated and why—how to overcome insufficiencies, etc.).

Principal's criticism was very helpful. Based on observations of lessons she indicated where children's interests were and at what level they were which is one of the most difficult tasks of new teacher. Her observations were mainly in science area.

The aforementioned, the school, the cooperating teacher, the freedom permitted you, the quantity and quality of your preparation, all seem to me to be the "controllable" part of practice-teaching. That is these can be, to a large extent, structured in your favor. But now we come to what Dr. B. called "a live classroom of children," and here is, after all, the crux of the situation. For here you stand or fall, and I seriously doubt that there is any way the student-teacher, or even her more experienced mentors, can predict which it will be. Now it is something entirely personal which will or will not occur between you and these boys and girls; the $64,000 question, if you will, for you not only do not know whether they will like you, you do not truthfully know whether you will like them! This is the unknown quantity, and for me, the most vital question which I carried to this experience. I had long ago promised myself that either I would be a "good" teacher or I would not teach. I felt this responsibility much stronger as a parent than I would have when I was twenty-one. (The nice part of being twenty-one was that I don't think it would have occurred to me that I might *not* be good!) So although I realized that six weeks could not make a teacher of me, it would indicate, to me at least, whether or not I could ever make a real contribution in this field. I believe now that in time I might have something to offer as a teacher, cognizant though I am of some of the stumbling blocks I will encounter.

I found these six weeks to be most stimulating, and the experience was one which was most gratifying to me. It was a period of intense concentration, presenting as it did one challenge upon another, which is, I suppose, what made it so exciting. Or, as one of the GALS[4] remarked to me during a telephone post-mortem of practice teaching, "It was nothing if not fascinating!"

Another great boon to me, and I would think to any practice teacher, was the complete carte-blanche I was given in regard to curriculum and daily program. I had Mrs. S's daily schedule to lean on, but it was made clear to me that what I decided to do

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[4] The initials for "Liberal Arts Graduate Seminar" were rearranged to create a nickname. The group was referred to as the "GALS" during the period of the study.

MUSIC - GLASS

The Yale–Fairfield group joins a teachers' workshop in Science for the Elementary School.

The student teacher finds an aspect of teaching is "showing how."

with the schedule was entirely up to me. The fact that I planned a four-week program of literature and grammar without the use of the English text was perfectly acceptable, and gave me a wonderful opportunity to "try my wings."

I laid out my own method of teaching fractions, using two books instead of one; the science unit was entirely my own choice; my social-studies unit was my own creation; this was true in all areas. Help was always there if I wished it, but never once was it urged upon me. In addition to this, from the start Mrs. S left the room when I was teaching, so I never fell into the habit of relying on her to pull me out when I got in over my head. And there is no denying I got in pretty deep at times. Having to depend upon myself to pick up the pieces helped me immeasurably in developing my own confidence, and there soon came a time when I would look up and find she was at her desk and I would have had no idea when she came in or how long she had been out. Being left alone speeds one's progress considerably, I think. I have no way of knowing whether this amount of freedom is customary for a practice teacher, but I do know that it is a marvelous way to learn about yourself, your capabilities and shortcomings, the children, and the subject matter. Working within someone else's framework would confine your own growth markedly, I would think, for it is only as you try and fail, or try and succeed, that you confirm or reject your ideas, and obviously from these successes and failures, new ideas take root. So here again, I would think the ideal place for a student teacher to develop most effectively would be in a school where this freedom is granted.

As I approached my first full week of teaching with a unit to plan, fractions to introduce, science to teach for the first time, etc., I could actually feel the onset of near-panic. This was the lowest ebb in the six week period, and in retrospect, it was so unnecessary. For once a little calm replaced the fright, ideas began to pop and something positive emerged. With the good grounding in reading which we had received, it soon became obvious that these principles could be applied to almost any learning area, for isn't there always the readiness, the developing of working concepts, the stimulation of interest, the actual content, the follow-up, etc.? Actually, I believe I did a better job in some of these areas

> where I had felt unsure than I did in the ones about which I was most confident. The main advantage in being prepared in all areas before practice teaching, I would think, is the security it gives you, whether it be a false one or not.
>
> The fact that I had been actively working for four months teaching in the Foreign Language Elementary School program in Fairfield made a large difference in my attitudes about practice teaching. Because of my daily contacts with 300 students in that job, I had already realized many things about myself as a teacher.
>
> A. and I talked a great deal together about the children. We were both concerned with their attitudes toward learning. I feel strongly that respect for learning and desire for knowledge has to be emphasized in this grade. You can't talk about it as such, but you have to get them going and help them to find answers so that they respect themselves more as students. I, frankly, feel that I am capable of guiding them and helping them to initiate and carry through their projects, and I emphasize again that with enough research in certain directions and understanding of the curriculum I should become better able to do this.

EVALUATION

In general the participants seemed to feel that the sequence of seminars was appropriate to their needs. There was reflected in their remarks, however, a feeling that more time in study of content and methods prior to practice teaching would have been useful. This is interesting since it is quite common to find teachers in service expressing the feelings that their pre-service preparation did not equip them adequately for assuming all the complex responsibilities of classroom teaching.

One of the students in the Yale--Fairfield program, reflecting on this problem of teaching methods, summed it up by saying:

> When I began this program, I was prepared to be taught *how to teach*, in the way that people have always been teaching, a way that I never questioned. Through this program, however, of making us question the philosophies and psychologies which we see in use, of teaching us to "reason why," rather than to accept what we see of teaching methods, you have made it impossible for me

> merely to learn "how to teach," as I originally thought I would. At the end of this practice-teaching period, I feel that I may never learn "how to teach." I can only go on questioning and trying, collecting and discarding, hoping to arrive at some means of reaching a particular group of children in a particular classroom, in a particular year, in order to help them find out what they want and need to know.

The continuous and close relationship established between the students in this program and the teachers, pupils, and classrooms of the Fairfield school system was a very positive advantage in the opinion of these prospective teachers. The opportunity to study the work of the school and the teacher's task in a live setting made the professional content of seminars more meaningful and seemed to motivate learning.

In order to secure some objective evaluative evidence of the results of the total program of professional preparation, two examinations were administered to the student group in May and June 1958. One of the instruments used was the Teacher Education Examination Program tests developed by the Educational Testing Service, Princeton, New Jersey, which are designed to provide measures of a student's ability with respect to certain important areas of knowledge and skill. These are:

1. Foundations of Education
2. Child Development and Educational Psychology
3. Guidance and Measurement
4. Instructional Methods
5. English
6. General Culture, Part I
7. General Culture, Part II
8. Teaching Field Test

The scores achieved by the group on the three sub-tests, (5) English, (6) General Culture I, and (7) General Culture II, were presented and discussed in Chapter III of this report as part of the descriptive data on the candidates as they entered the program. The scores in these areas were useful in determining the adequacy of the general educational background of these students whose formal college education had been completed some fifteen to twenty years prior to their decision to prepare for teaching careers. The evidence of these three sub-tests revealed that the mature members of the Yale–Fairfield group compared favorably in areas of liberal arts education with the standardizing group of college seniors.

In measuring the achievement of the Yale–Fairfield group o students in the professional areas of the test, it was felt that what was measured was what the students had learned through their participation in the program described in Chapter IV, their professional seminars and related laboratory experiences.

In these areas the scores and percentiles achieved by the Yale–Fairfield students are reported in Table IV, and at the bottom of the table are compared with the norms established by the Educational Testing Service for these examinations. The test norms were based on a 370-case sample randomly selected for the five colleges and universities that comprised the scaled score reference group.

If the scores in English[5] can be taken as a good index of the general scholastic ability of liberal arts college graduates, it is estimated that the Yale–Fairfield group would rank as average among students in women's colleges of the highest standing and as superior among all college graduates.

A comparison of the scores of the Yale–Fairfield group in four sub-tests of the Teacher Education Examination Program with the scores of college seniors who were prepared for the field of elementary school education is presented in Table V. The percentiles provided in Table I were based on the scores of 1,286 seniors.

The results of the Teacher Education Examination Program tests would appear to warrant the conclusion that the professional preparation provided by the program of the Yale–Fairfield Study was effective in equipping these mature women graduates for their future careers in teaching. However, their superior scores may be the result of superior ability, of their greater maturity, of their experience with children of their own, of their experience as Teacher Assistants, or to some combination of these factors. At any rate, as judged by the Teacher Education Examination Program tests, they were equipped with a better knowledge of educa-

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[5] *Cf.* Chapter III, Table III, p. 00.

Table IV

Scores and Percentiles on Subtests of Professional Examination
Teacher Education Examination Program

YALE-FAIRFIELD STUDENT	GENERAL PROFESSIONAL EXAMINATIONS								TEACHING FIELD TEST	
	Foundations of Education		*Child Development & Educational Psychology*		*Guidance and Measurement*		*Instructional Methods*			
	score	*%ile*	*score*	*%ile*	*score*	*%ile*	*score*	*%ile*	*score*	*%ile*
A	25	75	22	50	25	79	22	53	26	85
B	22	53	20	36	22	53	26	79	19	31
C	26	81	26	78	29	94	29	95	28	94
D	29	93	31	97	18	25	25	74	27	90
E	28	89	31	97	32	99	28	93	27	90
F	26	81	30	95	29	94	30	97	27	90
G	26	81	32	99	26	84	28	93	28	94
H	19	31	29	93	24	74	24	68	26	85
Yale-Fairfield Means	25.1		27.6		25.6		26.5		26.0	
Norms	20.0		20.1		20.1		20.3		20.0	

TABLE V[6]

Quartile Distribution of Scores of 1,286 Seniors Prepared for Elementary Classroom Teaching

	FOUNDATIONS*	CHILD DEV.	GUID. & MEAS.	INST. METH.
Q^1	19	20	19	20
Q^2	22	23	22	23
Q^3	25	26	25	26
Mean Scores of Yale–Fairfield St. Group	25.1	27.6	25.6	26.5

*For full titles, see Table IV.

tional theory and practice than is the typical college graduate who is prepared for elementary school teaching.

In addition to the Teacher Education Examination Program test discussed above, another examination was used with the group. This was a subjective test developed by Dr. J. Warren Tilton, Consultant to the Staff of the Yale–Fairfield Study. The test was designed to measure readiness for teaching and particularly to assess what the student may have learned about the job of the classroom teacher through observation, participation, and practice teaching. This instrument proved to have sufficient reliability and validity for the purpose for which it was designed.

This test of readiness for teaching was developed specifically for use with the undergraduate Teaching Fellows[7] in the Yale–Fairfield Study, but it seemed appropriate to use it also with the liberal arts graduate group. The examination scores achieved by the mature students in this group were superior to the scores achieved by senior students of like ability who were prepared for teaching in the regular undergraduate program of the teachers college. The average score of the liberal arts group prepared through the program of the Yale–Fairfield Study was 163.0 while the average score of college seniors of like ability was 147.8. Although the superiority of the liberal arts graduates is a little short of being statistically significant (P=.07), it is quite likely that women with children of their own in school have an advantage over college seniors of like ability with respect to readiness for teaching. It is also to be expected that because of this experience they could profit more from a period of professional preparation, especially when the program of preparation is designed for such a group.

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[6] The data presented here indicate that the scores of the Yale–Fairfield Study group fall in the upper 25 per cent of scores achieved by the standardizing group of college seniors prepared in the same teaching field.

[7] See p. 58, footnote 3.

At any rate, on the basis of these two examinations it seemed evident that the liberal arts graduates were well prepared to teach.

Of the eight women prepared for teaching in this program, three were employed in the Fairfield school system for the school year 1958–59. A follow-up of their teaching performance indicated that their work in the classroom was rated as above average by the supervising principals responsible for the evaluation of all new teachers. Evaluation reports were prepared in November 1958 and in January 1959. The form of the report is presented below with a record of the ranks assigned by the supervisors to the three new teachers prepared in the program of the Yale–Fairfield Study.

NEW TEACHER REPORT FORM

Department of Education

Fairfield, Connecticut

Date ....

Teacher .... School ....

Grade or subject .... Total years of experience ....

The teacher and principal (or headmaster) should prepare this report co-operatively, and as accurately as possible according to standards generally expected of competent teachers. Write the appropriate number in the space after each category.

1: Outstanding 2: Good 3: Average 4: Passable 5: Unsatisfactory

	A*		B*		C*	
1. Demonstration of appropriate subject knowledge	1,	1,	3,	2,	2,	2
2. Demonstration of appropriate teaching methods and techniques	1,	1,	3,	2,	2,	2
3. Care in planning and preparing class instruction	1,	1,	2,	2+,	2,	1

*Each of the A, B, and C columns includes the two ratings of one teacher.

	A*		B*		C*	
4. Skill in preparing pupil assignments and activities	1,	1,	3,	3,	2,	2
5. Skill in evaluating the achievement of pupils	3,	2,	3,	2,	3,	3
6. Extent of successful pupil motivation	2,	2,	3,	3,	3,	3
7. Extent of successful pupil participation in planning	3,	2,	3,	3,	2,	2
8. Skill in developing effective pupil self-evaluation	3,	2,	3,	3,	2,	2
9. Preparation of marks, report cards, & other reports to parents	1,	1,	2,	2,	†,	†
10. Attention to form and content of pupils' written work	1,	1,	2,	2,	†,	2
11. Classroom control	2,	2,	3,	3+,	3,	3
12. Teacher-pupil rapport	2,	2,	2,	2+,	2,	2
13. Attention to classroom appearance	1,	1,	2,	2,	2,	1
14. Attention to details of school routine	1,	1,	3,	2,	2,	1
15. Effectiveness in meeting needs of individual pupils	2,	2,	3,	3,	2,	2
16. Professional enthusiasm and growth	1,	1,	2,	2,	1,	1
17. Cooperation with co-workers	2,	2,	1,	1,	1,	1
18. Attention to parent and community relations	2,	1,	2,	2,	1,	1
19. Acceptance of co-curricular responsibilities	2,	1,	2,	2,	1,	1

*Each of the A, B, and C columns includes the two ratings of one teacher.
†Does not apply.

These three new teachers seem off to a good start. Because of unforeseen changes in home responsibility, five other members of the group have been forced for a while to delay application for full-time teaching positions. Four of them have been active as part-time substitute teachers in Fairfield, and follow-up interviews with supervisory personnel indicate that in this capacity their services have been excellent.

As all of the women prepared by the experimental program enter teaching it will be appropriate and desirable to provide careful follow-up study of their performance as additional evidence in the evaluation of the program.

VI

SUMMARY

In Chapter I of this report questions are listed to which answers were sought during the experimental part of the project. In slightly revised form these questions are used as the organizational basis of a brief summary of the report.

Teacher-preparing institutions now experimenting with, or contemplating experimentation with, such a program were invited to submit questions with which they were concerned. Likewise, superintendents of schools supplied questions which they would need to have answered before recommending the program to Boards of Education. In some instances the questions submitted by both groups are general in character, applying equally to all programs of teacher preparation. Others, perfectly relevant, go beyond the scope of the present study. With some editing, however, most of the questions submitted are included in section two of this summary chapter. Where experimental data are not available for replies, considered opinions of the Director of the Study are expressed for whatever they may be worth. The final section of the chapter consists of general recommendations which in the judgment of the Director should be taken into account in further experimentation in the professional preparation of liberal arts graduates for teaching.

Thus, the outline of Chapter VI is:

I. A summary of the findings
II. Problems of cooperating teacher preparing institutions
III. Questions of concern to cooperating school systems
IV. General recommendations

I

SUMMARY REPLIES TO BASIC QUESTIONS

1. Is there demonstrable value in identifying professional study of education with directed classroom experience in the process of teacher preparation?

Yes. The value of practice teaching has long been universally recognized. Usually practice comes late in the program and is conceived of as an opportunity to implement theoretical study already completed. There is much evidence in this study and others of the value of closely relating school practice and professional study during the entire preparation process. Each gives meaning to the other. An essential relationship must be established if waste is to be avoided, and if theory and practice in education are not to remain forever divorced in the minds of teachers. One of the dramatic episodes in this study was the growth of the students in appreciation of the more abstract aspects of theory as their guided experiences in the schools provided backgrounds of understanding.

2. Can school systems provide adequate opportunities for laboratory observation and practice without jeopardizing the interests of pupils or overburdening teachers?

Yes, without doubt. When the students in the program operate as teacher assistants the same results may be expected as are to be found with other assistants. (See Report, Yale-Fairfield Study of Elementary Teaching, *Teacher Assistants,* 1958.) Casual observations are unobtrusive in modern schools accustomed to visitors. The more active participation of students tends to pay its way by the service rendered pupils and teachers by the participants.

3. Can the cooperation of teachers, administrators, and special school personnel be secured in conducting programs of professional preparation of teachers?

As is pointed out elsewhere in this report, absolutely no difficulty was encountered in securing the intelligent and enthusiastic support of the professional staff of the school system. General awareness of the need for more good teachers and the professional standards of school men and women seem to assure their cooperation in any promising effort to secure a more adequate supply of teachers. Under "Recommendations" further comment is made on this point.

4. Is there evidence supporting the claim that cooperative programs of teacher preparation are beneficial to participating school systems?

Yes; so much so that many school systems as a matter of policy plan to have cooperative research activities in teacher preparation going on as part of their regular program. In the future, individual school systems must assume increasing responsibility for the recruitment and preparation of their teachers. State departments and teachers' colleges cannot be expected to carry the entire burden. Industry has pointed the way here. For many years Fairfield in different ways has promoted study programs of many types. The almost universal testimony of alert teachers supports the idea. Numerous voluntary research by-products of the present study could be enumerated.

5. What staff personnel in the cooperating teacher-preparing institution and in the community can assume repsonsibility for organizing and operating a program for maximum effectiveness?

The first part of this question is considered in detail in Part II of this Chapter. The major community service was performed by the women's college clubs in advertising the program and recruiting applicants. Representatives of various community organizations served on the Executive Committee and the Advisory Committee. Other community services were not demanded but there is every evidence of their availability if they were needed.

6. Can teacher-training institutions afford to participate in cooperative programs of teacher preparation?

They cannot afford to fail to cooperate in such programs. The eagerness with which both institutions cooperating in this program have already undertaken independent programs documents the point.

7. What professional benefits accrue to the college cooperating in such programs?

All of the benefits associated with participation in sound teacher education accrue to cooperating colleges. The opportunity to modify and reorganize professional courses for special purposes is welcomed by the colleges as experimentation in curriculum development. There is evidence that these experiences are reflected in the regular program of the colleges. Furthermore, the colleges profit by this contact with educated people in the community who become associated with them as students. On the more mundane side, colleges find that the members of the group elect to take other courses and recommend the colleges to their friends. The chief benefit to the colleges, however, is the satisfaction which comes from participation in an enterprise of value to the communities in which they are located.

8. Is the program realistic and feasible with respect to availability of students and their freedom to accept positions when it is completed?

Yes. Usually, of course, the supply of college graduates varies in different communities. Likewise, accessibility of cooperating institutions must be taken into account. Admission to the program should be based upon the personal and family circumstances of each applicant. With only two weeks of publicity between fifty and sixty inquiries were received from college graduates in the vicinity of Fairfield. This question is discussed further in Part IV of this Chapter.

9. What problems will arise in organizing a program and scheduling classes and school participation for these students in view of the limitations of time they can devote to activities away from the home?

These problems are discussed in subsequent parts of this Chapter.

II

Problems of Expressed Concern to Teacher-Preparing Institutions

1. The experimental group was made up entirely of women and this group was segregated from the rest of the University insofar as courses were concerned. Is there anything to be gained by this segregation? Would it have been better to have had some of the classes scheduled so that regular students would have had the opportunity to work with these people taking the special program?

   Since the program was planned for young matrons, it would have been difficult to admit men to it! Undoubtedly both the experimental group and the regular college students would profit by closer association. Indeed, in one course for a brief period it was possible in this study to combine the two groups to mutual advantage. The necessity for a tailor-made program for the matrons based on their availability and the skillful combining of practical work and systematic study prevents the wide use of college classes in progress. Indeed, the essential feature of the program is the opportunity it provides for flexibility in course organization and class schedules. Otherwise the program is likely to consist of a series of formal courses unrelated to each other and heedless of the needs of the students. (See Section IV of this Chapter.)

2. Were there difficulties encountered when students dropped out and people who had not taken the full program were added on in the place of the original members of the group?

   Actually, no. In both instances it was possible to find replacements who by virtue of some previous study and observation were able to join the group without serious interruption. Furthermore, it would not be necessary to make immediate replacements except in experimental projects.

3. Admittedly there is no assurance that the people who took this program would continue on and go into teaching. Is there any relationship between those who took the course and went into teaching and those who may have taken the work just to improve their own status but who aren't teaching at the present time?

Neither do we have positive assurance that all students in other programs will immediately enter teaching. In one year (1955) for which there is information 35 per cent of the men and 18 per cent of the women college graduates fully qualified for teaching failed to report for duty in the fall. Individual school systems investing time and money in the program should take all reasonable means to see to it that losses by withdrawal from the program are not large. It must be recognized that some losses are bound to occur. There was little evidence of exploitation of the opportunity for purely personal reasons. (See Sections III and IV of this Chapter.)

4. Is there any way to determine whether it is better for the students to have started out as they did in this study with the Principles Course coupled with Child Study or whether it would have been better for them to start with what is usually considered as work in Foundations including a course in Philosophy and Psychology?

Only by long and varied experimentation could this be done. The problem is one of long standing in teacher education. It seemed wise in this study to provide a quick orientation to the modern elementary school and its practices and problems to provide a setting for the effective study of the more abstract aspects of professional courses. All of the evidence points to the wisdom of this decision. Some criticism was made by the students during the second year of the inadequacy of this orientation.

5. Were there special advantages that came from maturity which presumably all of the members of this group possessed? Is there a particular age level which is perhaps better than another? Were the students all young enough and pliable enough to adapt themselves to changing situations?

The advantages of working with an intellectually mature group were recognized by all participants. Care was taken to select students who were old enough for their families to be far enough along to make them available for teaching, and, at the same time, young enough to assure mental flexibility and a sufficiently long period of service. No difficulties were experienced in the matter of adaptation to the demands of the program. Some of the students frequently seemed "more pliable" than were the teachers with whom they were working. (See Section IV of this Chapter.)

6. What sections if any of the curriculum proved especially valuable? Could there be a closer relationship between visitation and the courses currently offered?

The curriculum was so carefully designed that all parts were intrinsically valuable. As parts of a whole, all were equally valuable. In execution there were some unevennesses due to the circumstances associated with resources available. The closer the relationships between visitation and course work, the better.

7. What should be the respective roles of the college and the cooperating school system in recruiting and in admitting students to the program?

Since it is assumed that the students will eventually be employed in the cooperating school system, personnel officers should be consulted; and since college standards must be met, admission officers must make final decisions. Recruitment and selection are, therefore, shared responsibilities. Certainly either institution should have veto power.

8. What are the most effective ways of enlisting the support of the classroom teachers in the cooperating community? Who should do this—the college, the school?

One effective way is by basing invitations to participate on the superior qualifications of teachers and by giving public recognition to the basis of selection. Salary increments and college faculty status for cooperating teachers are effective means. At all times in the administration of the program care must be taken lest the teachers' professional privacy is intruded upon or their convenience is not taken into account. Sometimes observers possess a sort of arrogance which is fatal to any program of observation and participation. Both institutions have contributions to make.

9. What would you consider to be minimum services (special personnel, classroom and library space, etc.) necessary from a community to make a successful program?

The community should supply a comfortable, conveniently located meeting place with easy parking facilities. Through the joint efforts of the college and the community, text and reference materials should be made easily available. To protect the interests of all participants a director on full or part time should be appointed. Since the director will be responsible for establishing and maintaining good rapport with the schools, a member of the professional staff of the schools on leave part or full time is desirable. If this person is competent to conduct some of the seminars he should be given temporary college faculty appointment and assigned appropriate teaching duties. Other community responsibilities are listed elsewhere in this report.

10. Are there any special qualifications (personal or professional) which the instructors in such a program should possess?

Instructors should be highly capable as teachers at the graduate level. They should possess sufficient originality, imagination, and flexibility to reorganize courses to meet the special needs of the program. This is no place for "warmed-over" traditional courses. Instructors should believe in the possibilities of the program and be familiar with both the school system and the standards of the college. Standards must be kept high if the respect of capable students is to be secured and maintained.

11. To what degree should the curriculum sequence be the responsibility of the college, of the cooperating school?

In order to make maximum use of the resources of both institutions, course sequences should be jointly planned. The college must assume responsibility for the quality of instruction and must make and record for certification evaluations of the work of individual students. Experience indicates that there is little likelihood of conflict here.

12. How can liaison between the college and the cooperating school be maintained? Especially when the instruction is being done, as in our case, by part-time personnel?

This question has been partially answered in 9 above. It is essential to maintain good working relationships among all participants. When the actual instruction is carried on by other than regular faculty members, vigilance on the part of the college and the schools must be continuous lest the interests of one or both be neglected and to prevent the program from becoming merely a series of credit-accumulating courses.

13. For evaluation purposes, what are the minimum records which should be kept on the continuing program? On each student?

All records normally required by the registrar for other students should be kept. As long as the program continues to be experimental evaluations of all its aspects should be made and recorded as a basis for its improvement. It is necessary continuously to evaluate recruitment and selection processes, school observation, participation and practice, course content and procedures, and student performance as teachers. Follow-up studies and comparison of the effectiveness of competing methods of preparation are important. Records of various types basic to such evaluations should be kept for the group as a whole and for individuals.

14. How large must a school system be to support such a program without overcrowding the schools?

It is not entirely a question of size. Attitudes and resources are also to be considered. It probably would not be feasible to maintain a course for fewer than eight students. Any school which can absorb as many as eight students without taxing its resources unduly is large enough. This would mean that the cooperative services of about sixteen teachers and officers would be desirable.

15. How may a college estimate the potential numbers of qualified persons in a given geographical area?

Through surveys and advertisements. College clubs, the

A.A.U.W., the League of Women Voters, the P.T.A., and teachers' organizations were very helpful in this part of the present study.

III

QUESTIONS RAISED BY SUPERINTENDENTS OF SCHOOLS

1. There is some apprehension that, because of the once-a-week, stretched-out nature of the schedule, some of the inter-relatedness of many of the areas normally covered in a teacher-preparation program may be lost—particularly as these areas have a bearing on actual classroom experience.

After the first year the school contacts and class periods are sufficiently sustained to prevent any danger of lack of inter-relatedness. The danger comes from the failure to integrate the parts of the program rather than from time factors. In this study inter-relatedness was progressively significant and the students made themselves responsible to a large extent for seeing that it was so.

2. One wonders, since many of these women have been out of college for fifteen or twenty years, about the effectiveness of their own basic education, particularly in such fields as sociology and psychology. This really has a two-way implication: in terms of their own retention of ideas and understandings, and in terms of the acceptability of their background in the light of more recent findings which may have modified or invalidated concepts which were held some years ago.

In planning the curriculum this possibility must be recognized. Not only is the whole group to be considered but individual differences are significant. Preliminary interviews with students and discussions early in the orientation period will reveal deficiencies which can be provided for on a group and an individual basis as the program develops. In this study students became aware of their deficiencies and found means to correct them. In some instances certification requirements made this obligatory.

3. Are there not some difficulties in shifting from the mother role to the role of the teacher? While there is a possibility that these women have gained through motherhood some sympathetic understanding of children, is there not also the danger that their ability to make intellectual, objective judgments may have been impaired by this very experience of motherhood? How can the tendency to translate their own experiences in rearing children into generalities be avoided?

No such problem was encountered in this study. Motherhood, the care and study of their own children, had made the students "teachably" humble. Some of their child-rearing experiences were extremely valuable in their understanding of child psychology and class management.

4. How, during the course of the program, can the confidence and security of these candidates be maintained at a reasonable level? Some of them may show signs of misgivings as to their competency in their own study habits, reading skills, and ability to handle the technical language of education.

This problem is no different from that encountered in any program of teacher education. Bad habits of study must be corrected, reading skills improved, morale built up. The background of mature college graduates makes this comparatively easy. If the professional jargon of education cannot be understood by capable college graduates, it is high time to discard it for understandable language. If unfortunate selection of students has been made, it is always possible to dismiss them. They need not be taken on for better or worse.

5. How is the progress of candidates to be evaluated, and how can adequate performance as teachers be assured?

In the same way and to the same degree as these things are done in other programs of teacher preparation.

6. How can we avoid the tendency to think that teaching content of elementary school arithmetic and reading is a simple operation?

As study and school observation progressed disillusionment came. The problem really was one of assuring students that the content and processes were not too complex for ultimate mastery.

7. How can the pressure of home responsibilities be so removed that it does not interfere with professional responsibilities?

   Responsibility here must be assumed by the student. At the time of admission these questions must be frankly discussed and undue risks must be avoided. Family circumstances here as elsewhere are bound to change. Some losses must be expected. (See Part II, Question 3 above.)

8. What about costs? Is the investment of time and energy on the part of the school system worth it? Is it possible to find colleges willing to undertake programs of this type? Can they afford to give the projects enough supervision and direction to insure quality?

   The total tuition costs for the eight students in the present study were $6,000.00. Of this amount $4,400.00 were paid to the University of Bridgeport. The balance of $1,600.00 represents the tuition value of the instruction given by members of the staff of the Study. All tuition was paid by Study funds. It is likely that in non-experimental programs students will pay their own tuition. It would be a justifiable expenditure, however, for school systems to include in their budgets so that the services could be offered free to promising students. What better investment could a community make than to spend $750 over a three-year period for securing a superior teacher who is likely to continue teaching for thirty years?

   In some situations the instruction could be provided as a part of the adult education program partially financed by the State. If programs are well planned the services of students as teacher assistants will repay any expenditure by the schools for instruction. Colleges seem to be eager to cooperate. They recognize the importance of the service to the community; and since tuition charges are the same as for regular extension courses the program is as nearly self-supporting as are they. It must be granted that more careful direction and supervision are needed than in ordinary extension courses. As far as the colleges are concerned, however, this demand is offset by the services provided by cooperating schools. Under present conditions of teacher supply and demand no community effort is too great in behalf of securing and retaining more and better teachers. Industry would consider these training costs very modest, indeed.

IV

RECOMMENDATIONS

In the preceding parts of this chapter many direct and implied recommendations are to be found. For emphasis some of them are repeated here and others are added.

1. This Study and those with which it is associated have produced abundant evidence warranting many conclusions which appear throughout the reports. Chief among these are: (a) there is a continuing quality shortage of teachers; (b) liberal arts college graduates in many communities constitute a dependable reservoir of teacher supply; (c) programs of professional training cooperatively administered by colleges and school systems are feasible and practicable; (d) teachers of the age group represented are likely to serve for from twenty to thirty years.
2. Because there are numerous hazards to be considered, plans for the selection of students should be carefully worked out. Specific points to be considered are: (a) personal characteristics and personality traits; (b) quality and adequacy of the undergraduate programs; (c) scholarly and professional interests; (d) home and family conditions as they affect availability for study and employment. Age is a factor here. As has been previously said, students should be old enough to have had essential experiences and young enough to build upon them toward the specific goals of many years of effective teaching.
3. To the extent that school systems provide training opportunities, personal obligations are created for the students to enter teaching when study programs are completed and certification obtained. There has been much experimentation over the years in creating this feeling of obligation on the part of persons trained

for teaching at public expense. Generally, contractual obligations have not succeeded. Nevertheless, in the selection process and during the course of the program the moral obligation involved should be stressed.

4. Administratively, various plans dictated by local conditions may be successfully used. The essential features of the program are: (a) close, intelligent integration of course work and school practice; (b) broad seminars relying heavily on reading and discussion rather than on arrays of short, unrelated courses with many class sittings; (c) attention to individual subject-matter needs without relying too heavily on the adequacy of undergraduate courses taken many years ago; (d) inspiring, competent teaching and leadership and the exaction of high standards of performance.

5. If the present staff were repeating this study special consideration would be given to the following points: (a) a more adequate survey of the potential supply of high quality teachers from this source; (b) a more strict screening of applicants for availability to meet the immediate demands of the program and availability for teaching at its conclusion; (c) a greater use of students as teacher assistants, in many instances as paid assistants; (d) less emphasis on the teaching of reading and more on science, arithmetic, language arts, and social studies; (e) wider provision for academic refresher courses.

Much information of value to teacher-preparing institutions has been gained in this study, especially concerning the relationship of observation, participation, and practice to professional study. Another project involving participation, practice, and undergraduate study has been completed and will be reported next year. In this report this relationship will be more fully discussed.

APPENDIX

I. *Consultants to the Staff of the Yale–Fairfield Study, 1954–1955*

Conference on defining the professional tasks of the teacher:

- Dr. Louis E. Raths (chairman), Professor of Education, New York University, New York, N.Y.
- Miss Alice V. Beal, Assistant Superintendent of Schools, Springfield, Mass.
- Dr. Bessie Lee Gambrill, Associate Professor Emeritus of Education, Yale University, New Haven, Conn.
- Dr. Howard Lane, Professor of Education, New York University, New York, N.Y.
- Mr. Rolf W. Larson, Assistant Professor of Education, University of Connecticut, Storrs, Conn.

Conference on procedure for analysis of the job of the classroom teacher:

- Dr. G. Roy Fugal (chairman), Personnel Manager, General Electric Co., New York, N.Y.
- Mr. George Griswold, Personnel Director, Yale University, New Haven, Conn.
- Dr. Ellis C. Maxcy, Vice-President, Southern New England Telephone Company, New Haven, Conn.
- Dr. Frederick M. Senf, Personnel Director, Fafnir Bearing Company, New Britain, Conn.
- Mr. Emmanuel Wallof, Supervisor of Salary Administration, General Electric Company, Bridgeport, Conn.

Conference on defining the task of the elementary school:

- Dr. Alice V. Keliher (chairman), Professor of Education, New York University, New York, N.Y.
- Dr. Frederick B. Tuttle, Director of Laboratory Schools, State Teachers College, Plattsburgh, N.Y.
- Mrs. James F. Brown, Teacher, Orange Center School, Orange, Conn.
- Dr. John W. McTernan, Dean, State Teachers College, Plattsburgh, N.Y.
- Mr. Isidore Wexler, Principal, Winchester School, New Haven, Conn.

II. *Certification Requirements*

The manual of Regulations for Teachers Certificates published by the Connecticut State Board of Education in 1955 lists the following requirements for provisional elementary certification:

> Sec. 68–I–14. To receive a Provisional Elementary Certificate a candidate must present evidence of meeting all of the following requirements in addition to meeting the general conditions:
>
> (a) Hold a bachelor's degree from an approved institution,
>
> (b) Have a minimum of 75 semester hours credit in general education including study in each of the following areas, with at least six hours each in the areas marked with a dagger:
>
> †(1) Language arts, including speech
> (2) Science
> (3) Mathematics
> †(4) Social Sciences, including United States History
> (5) Fine arts, including music
> (6) Physical education, health and safety
>
> (c) Have a minimum of 30 semester hours credit in professional education involving a planned pattern of study and experience in early childhood or elementary education in the following areas; general areas marked with a dagger must be included:
>
> †(1) *Foundations of Education.* This group includes such areas as: (1) history of education, (2) principles of education, (3) philosophy of education, (4) comparative education, and (5) community sociology, community resources, social anthropology.
>
> †(2) *Educational psychology.* This group includes such areas as: (1) psychology of learning, (2) human growth and development, (3) child-adolescent psychology, and (4) mental hygiene.
>
> †(3) *Curriculum and methods of teaching.* This group includes such areas as: (1) methods of teaching, (2) the teaching of reading, (3) audio-visual aids in education, (4) individualizing instruction, (5) educational measurements, (6) principles of curriculum construction, (7) the curriculum at a particular level, (8) the curriculum in one specific field, and (9) extra-curricula activities.
>
> †(4) *Supervised observation, participation, and full-time responsible student teaching,* totaling at least six but not

more than twelve semester hours credit as part of this requirement. The minimum shall consist of at least 180 clock hours, of which not less than 90 should be devoted to responsible classroom teaching.

(5) *Guidance....*

(6) *Health Education....*

III. *Application Forms Announcement*

The Yale-Fairfield Study of Elementary Teaching is inaugurating a pilot experiment in teacher recruitment and training by providing a program of professional study and practice for young matrons who are college graduates. It is proposed to select eight or ten married women whose family duties will make it possible for them to accept full-time teaching appointments three years hence. During the three-year period a program of study and practice will be provided which will qualify participants for certification and provide them with essential acquaintance with the operation of the school program. Schedules will be arranged to suit the convenience of members of the group and will require progressively more time from year to year. No expense will be involved for participants. College graduates who are interested should write to Dr. Clyde M. Hill, Director, The Yale-Fairfield Study of Elementary Teaching, Yale Station 2164, New Haven, Connecticut, for application blanks. The experiment will start in February, 1956.

Application for Admission to the Yale–Fairfield Study Three-Year Teacher Preparation Program

Name .... Phone number ....
Address ....
Date of birth .... Graduated from .... College
Degrees .... Date of graduation ....
Major fields of college study ....
Professional courses in Education (if any) ....
....
....
Number of children ....
Grade placement of children ....
Are you now so situated that you can spend from 4 to 6 hours a week in the schools? .... (time schedule to suit your convenience)
Do you expect your family duties to be such that you can take a full-time teaching position by the fall of 1958? ....
Is your health now: Excellent, Good, Fair, Poor? (Underline which)
Have you ever taught in public schools? .... What grades? ....
Do you hold a teacher's certificate? .... In what state? ....
For what grades? .... Have you taught in any non-public school organization, church school, girl scouts, etc.? ....
Where? ....
....

Give the names and addresses of two people in the community (one being a teacher or principal, if possible) who can speak for your general standing in the community and of your interest in children?
....
....
....

On the reverse side of this sheet please provide any other information which you think should be considered by the appointment committee.